

English Language Proficiency and Core Content Standards: Linking Documents for the Instruction of English Language Learners

Social Studies

Michigan Social Studies Linking Document to English Language Proficiency Levels

Kindergarten Social Studies Strand <i>Myself and Others</i>	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
History <ul style="list-style-type: none"> Living and Working Together 	<p>Listen and respond orally to simple questions or phrases related to time using digital clocks.</p> <p>Draw, select, or write labels of events of your lives and the lives of others in chronological order using pictures.</p> <p>Listen and tell personal information about your past and that of others using visual support.</p>	<p>Listen and tell personal information about an important thing you remember that already happened using a picture to show about it.</p> <p>Sort, find, and identify events of a person's life in time order from pictures. Tell others about these events.</p> <p>State and describe simple information about an important event in your personal past.</p>	<p>Differentiate events of yesterday, today, and tomorrow using correct verb tense following oral models.</p> <p>Describe five important events in your life or in the life of others in time order using visual representation such as a timeline. Speak clearly in a small group setting.</p> <p>Describe the past through the eyes and experiences of others based on listening to an historical narrative.</p>	<p>Distinguish between events that happened in the past, the present, and the future using visual or graphic support.</p> <p>Retelling a story, explain the past through the eyes of those who lived it. Use first (I, we) or third person (he, she, it, they) pronouns consistently.</p> <p>Retell a story that an older person in your family told you that you can share with others.</p>	<p>Given an oral starter, provide details of events in your life or the lives of others in chronological order using a timeline.</p> <p>Explain the past through the eyes and experiences of others using adjectives and adverbs to elaborate description.</p>
Geography <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Environment and Society 	<p>Walk around the room and say the words of classroom objects you know. Draw a map of the classroom with pictures representing</p>	<p>Apply word labels to known objects in the classroom; draw a classroom map with symbols and words.</p> <p>Use a picture dictionary to find</p>	<p>Use prepositions to orally relate/compare the location of classroom objects.</p> <p>In pairs, orally describe photos of living things in</p>	<p>Differentiate between land masses and bodies of water on maps and globes by saying: "ocean, river, lake, desert, forest, continent, etc.".</p>	<p>Tour the school taking turns describing various locations and giving directions from one place to another.</p> <p>Contribute</p>

	<p>familiar objects. Say the words you know.</p> <p>Match photos of living things to habitats. Say the words you know.</p>	<p>examples of vocabulary representing food, clothing, and shelter (basic human needs). Tell how you use them</p>	<p>different habitats.</p>	<p>Make a chart with pictures or simple words showing cultural diversity represented in the community. (ethnic restaurants, foods in the market, religious buildings, languages)</p>	<p>examples in a class discussion about how people use resources from the natural environment based on examples in school or at home.</p>
<p>Civics and Government</p> <ul style="list-style-type: none"> Values and Principles of American Democracy Roles of the Citizen in American Democracy 	<p>Make a picture showing an important school rule and tell about it in your own words.</p> <p>Match pictures of community helpers and their jobs and tell about them in your own words.</p>	<p>Using a drawing or collage, tell about one school rule and why it is important for everybody.</p> <p>Say the words for community worker jobs and tell what they do to help us.</p>	<p>Tell about one personal responsibility you have at home and one that you have at school.</p> <p>Tell about consequences for not following school rules.</p>	<p>Create a poster as a member of a group to illustrate three important school rules. Tell the class about your poster.</p>	<p>Tell about some rules that adults have to follow and say why the rules are important – for the adults and for other people as well.</p>
<p>Economics</p> <ul style="list-style-type: none"> Market Economy 	<p>Orally identify the values of U.S. coins.</p> <p>Cut out pictures from magazines showing the difference between things we <u>need</u> and things we <u>want</u>; name the pictures orally.</p>	<p>Identify the values and “nicknames” of U.S. coins.</p> <p>Cut out pictures from magazines showing <u>needs</u> and <u>wants</u>. Apply labels naming the objects.</p>	<p>Name some of the school supplies you needed to have for you. Ask someone to tell you how much each thing costs and tell the price to a classmate.</p> <p>List jobs that people have and tell whether they produce <u>goods or services</u>.</p>	<p>Compare the sizes, colors, numbers, and pictures shown on U.S. coins and currency.</p> <p>Talk to an adult about his/her job. Ask the person what he or she does at this job and report to the class.</p>	<p>Using classroom objects or your own personal objects decide what would be a fair trade; explain why.</p> <p>Tell about a job that one of your parents or another adult does to earn money. What is the best thing about this job? What is the hardest thing about this job?</p>

Public Discourse, Decision Making and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	Name one thing that could be better to improve about the classroom or the school.	Tell your idea about something that would make the classroom or the school a better place.	Discuss with a partner ideas for changing something in the school or classroom.	Organize a small team to do a project to help the teacher. Explain why your idea is helpful.	Tell your classmates about your idea to do something in school to help. Listen to their suggestions and make an action plan together.
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Michigan Social Studies Linking Document to English Language Proficiency Levels

1st Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Families and Schools					
History <ul style="list-style-type: none"> Living and Working Together 	<p>Distinguish and tell about events that happened in the past by pointing to pictures.</p> <p>Describe a personal challenge that happened in the past using a flow chart.</p> <p>Identify symbols of American holidays and find dates of holidays on a calendar.</p>	<p>Orally identify and show who was involved, what happened and where it happened in stories about the past through pictures.</p> <p>Tell about something important that happened to you before or tell a family story that happened in the past.</p> <p>Use pictures and basic vocabulary to describe an American holiday.</p>	<p>Give information about an event that happened, who was involved and where it happened using a timeline chart.</p> <p>Draw pictures with some words to create a record of personal history using a timeline.</p> <p>Retell a story that is related to a famous person or the historical background of an American holiday.</p>	<p>Discuss the past through the experiences of others using a timeline.</p> <p>Tell three things you did yesterday in time order as the teacher writes them on the board using a timeline marked "morning, afternoon, and evening." Tell what another person did making a sentence starting with "he or she."</p> <p>Introduce an individual in history that demonstrated good character using visual representation.</p>	<p>Using an example from the U.S. or personal cultural background, in a short oral presentation, interpret, organize and explain what it means to be a person of good character.</p> <p>Construct a diagram showing an historical event and tell who was involved, what happened, and where it happened.</p>
Geography <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Environment and Society 	<p>Draw a map of the classroom from an aerial perspective.</p> <p>Draw pictures of how people use natural resources</p>	<p>Using a photo dictionary, copy words to identify/label physical characteristics of a natural environmental</p>	<p>Identify and describe nature/culture (physical/human) characteristics of a place.</p> <p>Identify and</p>	<p>Using oral descriptions, compare/contrast photos representing different cultures.</p> <p>Provide oral</p>	<p>Describe common foods in your native culture and make connections to sources (plants and animals) in nature.</p>

	such as water, trees, or mud in the place they live to adapt to their environment.	habitat.	describe uses for classroom maps and globes.	description applying vocabulary for various landforms and bodies of water after hearing a story, seeing photos, or viewing media.	Discuss reasons and consequences for any recent changes in the local physical/human environment (e.g. improved parks, new buildings. loss of farmland to development).
Civics and Government <ul style="list-style-type: none"> Values and Principles of American Democracy Roles of the Citizen in American Democracy 	Recite two important class rules. Identify and/or draw pictures of national symbols well-known in the United States (e.g. flag, Statue of Liberty, etc.)	Identify roles of community helpers (police officer, firefighter, mayor) and tell what they do to help us. Write three simple class rules and create a symbol or drawing to illustrate each.	Name people in positions of authority and what responsibilities they have. Give an example of how some people break rules or use power (without authority) to do things (e.g. bullying other students).	Describe a problem that might happen in school between two students and how it could be solved.	Describe some actions that fellow students could take as individuals and/or as a group to be good citizens in school and in the community.
Economics <ul style="list-style-type: none"> Market Economy 	Listen orally to someone asking for a small amount of money. Use classroom play money to "pay" the amount requested.	Exchange classroom "play money" coins and bills equally with a partner using different coin combinations or denominations.	Participate in a make-believe store game. Talk to customers as you sell goods and collect money.	Find out how people used to barter and trade before they used money. Explain why it's easier to use modern money.	Discuss in small groups examples of how your family uses goods and services. Listen and be able to report out to the class.
Public Discourse, Decision Making and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	Observe ways that students in your school help out teachers and each other. Tell how you could get involved.	Observe how some students do extra things in school to help the teacher and each other. Tell a partner about what you noticed.	Work with a group to make a list of things you think students should do every day to show responsibility and good citizenship.	Name some of the things you regularly do at home and at school to help other people or because these tasks are your personal	Discuss what it means to be a good citizen in school in areas outside of the classroom such as the cafeteria or the playground. Are there any

				responsibility. Tell what you especially like to do and also, what you like to do least.	rules? What are extra good things students can do without being asked or watched by an adult?
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2nd Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Local Community					
History <ul style="list-style-type: none"> Living and Working Together 	<p>Locate pictures and copy simple declarative sentences to describe how a place changed from past to present.</p> <p>Recall a situation in your life using vocabulary showing differentiation of time and understanding of chronological thinking.</p>	<p>Describe simple events that happened in the past that influenced the future.</p> <p>Copy and compose multiple sentences of an account or event that happened in the past based on visual support such as a timeline.</p>	<p>Distinguish between historical facts and historical interpretations using visual representation.</p> <p>Give examples and support a central idea with relevant details of why accounts of the same event differ throughout time.</p>	<p>Structure ideas and arguments to explain why accounts of the same event differ using visual representation.</p> <p>Analyze and write about a decision that had serious consequences.</p>	<p>Present a narrative account about your personal or family history living in a different place with detail, comparison, or explanation about cultural differences.</p> <p>Think of an example of something that happened and explain why two people could have different stories about the same event.</p>
Geography <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Environment and Society 	<p>Recognize purpose and locations of common buildings and services in your community.</p> <p>Create map symbols to show locations of parks, schools, library, etc. in the community. Write proper names of local parks, schools, etc. on a</p>	<p>Using visual support, tell about community workers, common buildings, and services in the community.</p> <p>Describe relative location of objects in the classroom using prepositions. Then describe relative locations</p>	<p>Complete map templates to understand use of map symbols.</p> <p>Demonstrate understanding of map scale, beginning with metric measures.</p> <p>Use a map of the school or the community to describe relative</p>	<p>List various modes of transportation and discuss their advantages and disadvantages in differing locations.</p> <p>Follow oral directions to go from one location to another within the school.</p> <p>Use a map of the local community or</p>	<p>Use a regional, national or world map to describe personal mobility from one location to another.</p> <p>Participate in group discussion to plan a classroom-based or school-wide environmental project (recycling, water use, not</p>

	<p>map.</p> <p>Recite and write home address as practice for absolute location.</p>	<p>of rooms within the school.</p>	<p>locations or to give directions to travel from one place to another.</p>	<p>a road map to follow oral directions from one place to another.</p> <p>Compare cultural characteristics from their home culture (language, food, traditions, religion, clothing, holidays) to your new cultural experience in the U.S.</p>	<p>wasting resources such as paper).</p>
<p>Civics and Government</p> <ul style="list-style-type: none"> Values and Principles of American Democracy Roles of the Citizen in American Democracy 	<p>Using photos or drawings show some public service functions of government.</p> <p>Describe the colors and shapes in the U.S. flag.</p>	<p>Classify pictures to differentiate between public and private activities.</p> <p>Draw or locate a picture of another national flag that you know about. Tell about the colors and images.</p>	<p>List some services of local government and tell how they are important.</p> <p>Explain two meanings of the word "citizenship" and give examples.</p>	<p>Discuss the "big words" in the Pledge of Allegiance and find synonyms to make it easier to understand.</p> <p>List ways that people can be good citizens in their community, including ideas for elementary students to participate outside of school.</p>	<p>List steps for making good decisions as a group that include ways to listen, ways to ask questions, and ways for getting lots of participation from classmates.</p>
<p>Economics</p> <ul style="list-style-type: none"> Market Economy 	<p>Cut out pictures from newspaper circular advertisements that show pictures and prices of goods. Arrange them in order from least to most expensive.</p>	<p>Use newspaper advertisements that show pictures and prices of goods. Identify the things in the pictures and tell how much they cost.</p>	<p>Make a list of local stores and business in the community. Tell what goods or services each business provides.</p>	<p>Compare prices of things your family buys each week, such as gas for the car, milk, haircuts, or other things. Find out the prices at two or three places. Tell which one you chose to buy compared to</p>	<p>Report how you would spend \$20.00. What would you buy? What would you want to buy, but couldn't? Explain how you decided what to buy and what not to buy.</p>

				the other choices.	
Public Discourse, Decision Making and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	View a graph or chart that shows how the local or state government spends money on public services. Create a symbol that represents each service. Identify the services that cost the most money by listing them in order beginning with the most expensive.	With a partner, examine a graph or chart that shows how the local or state government spends money on public services. Read orally to each other the numbers or percents shown for each category. Describe with details what each public service looks like in the community.	Brainstorm in a group about the importance of various public services people in the community use regularly. Make a list prioritizing services beginning with the most important and explain reasons for your group decision. Report out to the whole class.	View a graph or chart of different kinds of taxes that citizens pay for public services. Clarify the purpose of the tax, who pays the tax and how it gets paid (point of service (e.g. sales tax), annually (property tax, license plate fees)).	Participate in a group activity to decide how your class can get involved with a school project to help the community, such as recycling or bringing food for holiday donations. Write a specific action plan that states project goals, schedule, and how it will involve all your classmates.

Michigan Social Studies Linking Document to English Language Proficiency Levels

3rd Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Michigan Studies					
History <ul style="list-style-type: none"> History of Michigan (Through Statehood) 	<p>Arrange a set of cards showing major events in Michigan history on a timeline in correct sequence.</p> <p>Look at pictures of people who lived and worked in Michigan during earlier times. Point and tell about the differences you see in clothing, transportation, work, and other points of comparison with today.</p>	<p>Use a physical map of Michigan and reference information to label the names of major American Indian tribes in the correct location on the map.</p> <p>Using reference data make a chart or graph showing population growth in Michigan history.</p>	<p>Listen to the reading of a picture book story about a native American culture group; follow the text and illustrations as someone else reads. Retell parts of the story orally using book illustrations as a guided prompt.</p>	<p>Associate visuals with learned information to describe how a particular group of American Indians in Michigan adapted to the natural environment of Michigan. Work in a small group to prepare a presentation to the class.</p>	<p>Use your textbook and other research sources to report in writing and by oral presentation using visual map references about the influx and mobility of European explorers coming to Michigan. Show the lands claimed and describe the reasons for European exploration in the region of the Great Lakes.</p>
Geography <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Human Systems Environment and Society 	<p>Identify Michigan on both a physical and political map of the United States.</p> <p>Color a map of Michigan and label the five Great Lakes. Locate/label the ten largest cities and mark them on the map. Use</p>	<p>On a map of North America, identify the major countries. Then differentiate between the concept of country and "state" by labeling the 50 states within the U.S. Color and make a map key of the major regions as shown</p>	<p>In a small group using a map of Michigan, show with picture symbols (e.g. dairy, lumber, automobiles) the major economic activity in the state in 1950. Make a second map showing economic activity in 2000. Make comparisons</p>	<p>Use references to find out about the immigration of people from other countries to Michigan. Start with the early 1900s and continue your research up to 2000. Name the ethnic groups, the countries they came from, the</p>	<p>Draw conclusions about the relationship of economic activity in Michigan and patterns of immigration. Pick one ethnic group as a case study. Report your findings and tell how you got the information to support your</p>

	<p>correct capitalization of proper nouns.</p> <p>Add a compass to the map showing cardinal directions. Practice orally giving the relative locations of cities.</p>	<p>in the class text. Identify Michigan and its neighboring states in the Midwest region.</p>	<p>and report out to the larger class using your maps as visual support.</p>	<p>span of years when many people came, and why (push/pull factors) they came to Michigan. Work in a small group and then report to the class.</p>	<p>conclusions.</p>
<p>Civics and Government</p> <ul style="list-style-type: none"> • Purposes of Government • Values and Principles of American Democracy • Structure and Functions of Government • Roles of the Citizen in American Democracy 	<p>On a map of the United States, locate the national capital city, Washington, D.C. If you come from another country, tell the name of your country and its capital city. Tell about the important work that goes on in a capital city.</p> <p>On a U.S. map, point to several state capital cities and say the name of the city and the state together. Describe the symbol used on the map to show a capital city compared to other cities.</p>	<p>On a map of the United States, locate and name several state capital cities. Then use a state map of Michigan and find the capital city of Michigan. Discuss with a partner about the location of Lansing within Michigan. From your town, what roads would you travel to get there, how far is it, and how long would it take to drive there?</p> <p>Make a chart showing the three levels of government (local, state, national) and the three branches of government with some words (details and</p>	<p>Make a poster illustrating the three branches of state government and the different responsibilities of each.</p> <p>With a partner or in a small group, find out information about the different state government offices and services provided by the Michigan state government. Tell why these jobs or services serve “the common good” at a state level compared to a community or city level.</p>	<p>Make a visual presentation to show different ways money comes into the state government to pay for a variety of services to citizens (taxes, fees, fines, federal grants).</p> <p>Draw a diagram of a typical court room and explain the titles and roles of the people who would be present for a trial. Explain how state courts help resolved conflicts by giving an example.</p>	<p>Compare the design of the U.S. national government and the Michigan government (three branches of government). Use the internet or classroom references for research. Write the job titles and the names of the current top official in each branch for both the national and state levels.</p> <p>Make a display using picture symbols and phrases to represent the <u>rights and freedoms</u> of citizens as well as some <u>responsibilities</u> of citizens. Show your symbols to the class with oral</p>

		examples) in each box.			explanation of why you chose them.	
Economics <ul style="list-style-type: none"> Market Economy National Economy International Economy 	Draw/label a map of Michigan showing its natural resources with picture symbols and words.	Using a map of the U.S., show how particular products made in Michigan can be transported to other parts of the United States.	Make an outline for a report about how a certain product or industry helped develop Michigan's economy. Include details about related natural, human, and capital resources.	Write a report about how a certain product or industry helped develop Michigan's economy. Include details about related natural, human, and capital resources.	Present an oral report to the class about how a certain product or industry helped develop Michigan's economy. Include details about related natural, human, and capital resources.	
Public Discourse, Decision Making and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	Find symbols on cans and bottles to show if you can get money if you take them back to a store.	Prepare questions to ask adults in the cafeteria or school office to find out where you can recycle plastic or paper in the school.	In a small group, design a simple survey form to find out how other students in school think about recycling rules in school and in the community. Conduct the survey and report results.	Interview a store owner or worker to ask how they handle recycled cans and bottles. Find out if they support Michigan's \$.10 deposit law or not. Report to the class about your findings.	Research the laws in other states about deposits for cans and bottles. Compare Michigan's law. Write your opinion about the best deposit law and give three supporting reasons.	

Michigan Social Studies Linking Document to English Language Proficiency Levels

4th Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
United States Studies					
History <ul style="list-style-type: none"> History of Michigan (Beyond Statehood) 	Match symbols to words identifying Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology). Add symbols to a Michigan map	Recite sentences that use the terms for workers in Michigan's various economic activities with active verbs and descriptive details.	Construct brief paragraphs with complete sentences to describe the jobs of workers in Michigan's major economic activities and how this work is related to the entire U.S. and beyond.	Write and orally deliver an illustrated narrative story telling about the life and work of a worker in a particular Michigan economic activity and how this activity extends to other nations.	Research an economic activity in Michigan and prepare a written report with graphic data to compare this business activity over the past century and its current international connection.
Geography <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Human Systems Environment and Society 	Construct a 3-D cardboard model of North America that uses color to show major differences in elevation and vegetation. Label with terms for landforms; present orally, including numerical terms for elevation.	Recognize the major landform regions and vegetation regions in the U.S. and compare characteristics with specific terms for names of mountain ranges, rivers, and political regions. Use the model to present information to a small group.	Distinguish between the Great Lakes/Midwest region of the United States and another region by making a comparison and contrast presentation based on a graphic organizer. Report out to a group with reference to the summary notes in the graphic organizer.	Scan new reference material to find out about three environmental issues negatively affecting the physical environment of the United States. Take notes in a chart. Summarize one issue and present to the class using visually supported information.	Research a controversial environmental challenge; talk to the class taking a stand on this relevant environmental issue including the action you think is necessary to protect the environment while still using natural resources wisely.

Civics and Government <ul style="list-style-type: none"> Purposes of Government Values and Principles of American Democracy Structure and functions of Government Roles of the Citizen in American Democracy 	<p>Listen attentively while referencing an illustrated chart showing the three branches of government; work with a partner to match the major terms and functions of each branch according to oral directions.</p>	<p>Listen attentively and fill in a graphic organizer, such as a Venn diagram, that compares and contrasts the terms used for state/local government compared to national government. (e.g. governor, mayor, president; legislature, court)</p>	<p>Together with other students in a small group, make a list of some laws that you know about in the community. Tell why each law is important for the common good.</p> <p>List examples and reasons of what citizens should do as community members.</p>	<p>Make a poster using magazine pictures, clip art, or Google Images to illustrate the five freedoms listed in the First Amendment to the Constitution. Explain to the class why you chose each picture and how it represents the particular freedom.</p>	<p>In a group of three, using a large poster or other graphic showing the separation of powers, tell the class examples of checks and balances among the three branches of federal government. Each student speaks from the point of view of a particular branch.</p>
Economics <ul style="list-style-type: none"> Market Economy 	<p>Classify pictures according to the categories of goods or services.</p> <p>Label pictures of goods and services. Use these terms in sentences related to your personal experience.</p>	<p>Find examples in samples of print advertising that show competitive pricing. Make sentences using comparatives and superlatives. (e.g. cheaper than, more than; most expensive)</p>	<p>Identify pictures of places and goods in the community that belong to the public. (e.g. library, school, roads, bridges, fire trucks). Tell why they are public and not privately owned.</p>	<p>Discuss in a group the advantages and disadvantages of a city with many small privately-owned shops compared to a city with more chain stores and "big box" stores. Relate your personal experience from your country and the place you used to live before coming to Michigan.</p>	<p>Research an example of outsourcing that affects business in Michigan. Explain the pros and cons of outsourcing orally or in writing.</p>
Public Discourse, Decision Making and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	<p>Look at data in a graph of information (e.g. population in Michigan cities), fill in sentence frames, listen to oral modeling, and</p>	<p>Given terms and data about a public issue, (e.g. unemployment, tax revenue) construct a simple graph displaying the data correctly</p>	<p>Interview adults in school or in the community to find out about projects that could benefit from volunteer efforts of elementary school</p>	<p>Using information from differing candidates in a political campaign, make a chart showing different opinions and solutions to several</p>	<p>Evaluate the impact of a large discount department store locating in or near a small city. Represent the point of view of</p>

	<p>repeat sentences containing the numerical data. (e.g. "In the year _____, the population of the city of _____ was _____."</p>	<p>in a colorful and neat format. Then using the graph as visual support, use sentence stems to explain the design and content of the graph to a partner.</p>	<p>students. In pairs or groups of three, make posters that catch attention and provide information for prospective volunteers.</p>	<p>public issues.</p>	<p>the large chain store company and the possible opposing views of the city's residents. Decide if you support or oppose the new development by stating your opinion and giving reasons and examples for your position.</p>
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Michigan Social Studies Linking Document to English Language Proficiency Levels

5th Grade Social Studies Strand Integrated U.S. History Early History of the United States Eras 1-3	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Era 1: Beginnings to 1620 <ul style="list-style-type: none"> American Indian Life in the Americas European Exploration African Life Before the 16th Century Three World Interactions 	<p>Listening and following directions, match labels identifying Native American tribes to their geographic region on a map of North America.</p> <p>Use simple geographic terms to describe pictures of differing Native American habitats.</p>	<p>Replicate a simple map of continents, ocean routes, and destinations of European explorers to and within North and South America. Describe your map to a partner using gestures, complete sentences, and careful, clear pronunciation. Answer map-related questions posed by your partner.</p>	<p>Scanning text information, fill out a chart of European explorers with names, dates, sponsoring country, area of exploration, and results from the point of view of the explorer and also the point of view of the Native Americans most affected by their encounter with Europeans. Use this chart to explain orally and then in writing about all the explorers from the same European country.</p>	<p>Focusing on an individual explorer, write at least five journal entries in the form of paragraphs describing the explorer's observations of cultural differences between his European culture and the Native American culture being encountered in the "New World."</p>	<p>Research an area of West Africa to find out about life and culture prior to the 16th Century. Use a note-taking template to gather brief information from at least three credible sources. Write a report relying only on your notes. Use the writing process to draft, edit and publish your report. Include a bibliography in a proper format citing your sources.</p>
Era 2: Colonization and Settlement (1585-1763) <ul style="list-style-type: none"> European Struggle for Control of North America European Slave Trade and Slavery in Colonial America Life in Colonial America 	<p>Make a map showing landforms and climate of the three regional groups of colonies.</p> <p>Label each of the 13 original colonies on an</p>	<p>Answer factual questions about the slave trade by referencing a map of triangular trade and charts of demographic and economic data. Work with a partner to practice</p>	<p>View an age-appropriate dramatic film depicting slavery (e.g. <i>Roots</i>, <i>Amistad</i>, <i>Nightjohn</i>) and retell a summary the story.</p>	<p>Use a graphic organizer to take notes from a classroom lecture about the economic reasons for the development of slavery in the American colonies.</p>	<p>Make a chart with brief notes to compare and contrast colonial life in the three colonial regions. Use this information to compose an opinion essay on</p>

	<p>outline map using correct spelling. Show their location by using a map puzzle.</p> <p>Make a chart categorizing the 13 colonies by region.</p>	<p>listening to questions and speaking answers.</p> <p>Viewing posters showing various occupations in the colonies, describe what people are wearing, what they are doing, and why their job is useful in colonial society.</p>	<p>Participate in class discussions about the film. Read an abridged version of the story and write a summary using key new vocabulary related to slavery.</p>	<p>Use notes about reasons with added factual details and examples to write a well-organized paragraph summarizing this topic.</p>	<p>why you would choose to emigrate from Europe to one particular region compared to the other two regions. Be specific about your social status and occupation.</p>
<p>Era 3: Revolution and the New Nation (1754-1800s)</p> <ul style="list-style-type: none"> • Causes of the American Revolution • The American Revolution and Its Consequences • Creating New Governments and a New Constitution 	<p>Work with a partner and talk as you make an accurately spaced timeline of this era (1754-1800) that will accommodate events leading up to the American Revolution. Organize a set of cards showing dates and names of events. Add the events to the timeline in correct sequence.</p> <p>Label a map of the eastern United States showing the thirteen colonies and the territory involved in the French and Indian War. Add major geographic features (mountains,</p>	<p>Work with a partner and talk as you scan new material in a particular section of a text related to events leading up to the American Revolution; identify dated key events in colonial America that are highlighted in the text. Fill in a chart with the date, event, and definition or description of its importance. Code with red (British) or blue (colonists) to show which side initiated the event. Write a complete sentence for each event using correct capitalization and punctuation.</p>	<p>In small groups, talk together as you take turns organizing supporting information to prepare for a retelling of the story of the French and Indian War. Working from a broad outline (such as identifying "sides" in the war and reasons for alliances of these groups) use vocabulary provided to organize and elaborate specific supportive details. Write the outline and practice your section of your group's oral presentation.</p>	<p>Use complete complex sentence structures to identify and express cause and effect in a sequence of events leading up to the American revolution. (e.g. <i>The British imposed new taxes [effect] because they thought the colonists should pay more of the expense of the French and Indian War [cause]. The colonists reacted to new taxes [cause] with boycotts of British products [effect].</i>). Write a list of complete, sentences in chronological order.</p>	<p>Read sentence strips representing a list of colonial grievances and arrange them according to the specifically related amendment in the Bill of Rights that addresses the historical experience of the colonists. Explain the connection using specific details and examples from your knowledge and your reading.</p>

	rivers, Great Lakes) Tell a partner about your map using the terms on your map.				
Public Discourse, Decision Making, and Citizen Involvement <ul style="list-style-type: none"> Identifying and Analyzing Public Issues Persuasive Communication About a Public Issue Citizen Involvement 	Tell what the rules are in your school regarding the use of cell phones.	Tell reasons why some students might want or need to carry cell phones.	Divide into groups to discuss why your school has rules about using cell phones in school. Capture your group's brainstorming ideas in writing on a poster. Then discuss what might be opposing views to these reasons. Write those on a separate poster.	Divide into opposing pairs - pro and con - regarding a law banning the use of cell phones while driving. Each pair should discuss reasons to support their particular point of view, then "face off" with the other pair to respectfully present their opposing views.	Write an opinion essay supporting or opposing a law banning the use of cell phone (for talking or texting) while driving.

Michigan Social Studies Linking Document to English Language Proficiency Levels

6th Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Western Hemisphere Studies					
History <ul style="list-style-type: none"> • The World in Temporal Terms • Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E. /B.C. • Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E. /B.C. • Era 3 – Classical Traditions, World Religions, and Major Empires: 1000 B.C.E./B.C. to 300 C.E./A.D. 	<p>Use sentence stems and new, learned vocabulary to compare pictures of hunter-gatherers with farmers in early agricultural settings. Tell about observed differences.</p> <p>Differentiate events in Western Civilization labeled B.C. /B.C.E. compared to A.D. /C.E. using Gregorian/secular calendars.</p>	<p>Categorize written lists of new vocabulary according to hunter-gatherers or early farming culture. Share your lists in small groups and discuss additional words that could be added in each category.</p> <p>Listening to a recording or the teacher reading a passage, state something learned or ask a question to request clarification.</p>	<p>Use word lists to support oral descriptions of the changes brought about by the agricultural revolution.</p> <p>In a small group, read together about one early civilization in the Western Hemisphere (Olmec, Mayan, Aztec, or Incan civilization.) Without looking at the reading selection make three statements about each of the target civilizations.</p>	<p>Read the selection of the text provided and write margin notes or highlight key concepts and essential new vocabulary. Then listen to a classroom lecture about the impact of the agricultural revolution and take notes using a graphic organizer.</p>	<p>Research three references to take notes on a graphic organizer about the social, political, and economic aspects (e.g. economy, trade, technology, religion, class structure, government, etc.) of a major civilization or empire in the Western Hemisphere. Use the writing process to prepare a report (in your own words) demonstrating knowledge about the civilization. Cite references following examples of an acceptable bibliography format provided by the teacher.</p>

Geography <ul style="list-style-type: none"> • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society • Global Issues Past and Present 	Using a vocabulary list of geography terms and an outline map of North American and South America listen to the teacher and write the words you hear in the correct place on the map.	Looking at a large map on the wall, reproduce it on a piece of paper at your desk. Show the two continents and major regions of the Western Hemisphere. Write the names of the regions using correct spelling and capitalization.	In pairs, read, discuss, and interpret geographical information from charts and graphs. Draw conclusions and write three summary sentences about the information presented in each chart or graph.	Work in pairs to create a poster presentation on one cultural group of early people in North America. Find information about the geography and natural resources and the lifestyle and the resulting culture that developed. Cite at least three sources. Use illustrations with captions written in complete sentences. Do an oral presentation for the whole class.	Viewing a world map showing the spread of people throughout the world, write a well-constructed paragraph summarizing this movement. Use directions, relative locations, names of continents, and useful geographical terms as details to support the topic sentence used at the beginning of the paragraph.
Civics and Government <ul style="list-style-type: none"> • Purposes of Government • Structure and Functions of Government • Relationship of United States to Other Nations and World Affairs 	Explain the difference between imports and exports. Tell the purpose of a tariff and explain why governments sometimes use tariffs on imported products.	Viewing graphs and charts showing imports and exports make sentences including the name of the product(s), and the countries involved; include statistical data. Read the sentences orally to a partner.	Use the internet or other sources to find out the full title of these acronyms: UN; OAS, NAFTA. Use your own words to explain the purpose of each and give some examples of their activities in the Western Hemisphere.	Write information to complete a chart comparing the current government systems in Canada, the United States, and Cuba. What is the type of government? How do leaders in these countries get power? Who makes the laws?	Research foreign trade between Canada and the United States. Report on what resources and products are traded, how much money imports and exports are worth and any government agreements between the U.S. and Canada that influence trade across our mutual border. Write a report including at least one self-made chart/graph.

Economics <ul style="list-style-type: none"> • Market Economy • National Economy • International Economy 	<p>Look at charts and graphs and read the names of imports and exports of particular countries. Tell how some resources or products might be used.</p>	<p>Work with a partner. Using resource information provided by the teacher, pick a natural resource in a region of the Western Hemisphere or a product that is manufactured in a particular country. On a map, trace its origins and its global distribution network. Make labels for locations and write one-sentence captions to explain the steps in the distribution process.</p>	<p>Create a process poster with illustrations and write multiple-sentence captions that describe the origins of a product (natural resources), the manufacturing process, and the distribution and sales to consumers.</p>	<p>Scan expository text to find information to compare two economic systems. Write a well-organized paragraph that includes a topic sentence stating the type of economic system (traditional, command, or market) and answers the four basic economic questions. (What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?)</p>	<p>Pick two countries in the Western Hemisphere, one that is a large, economically developed country and the other a smaller developing country. Compare the economic systems used to allocate resources to produce and distribute goods and services. Start with a Venn diagram for note-taking and pre-writing. Develop a comparison and contrast essay using the writing process.</p>
Public Discourse, Decision Making, and Citizen Involvement <ul style="list-style-type: none"> • Identifying and Analyzing Public Issues • Persuasive Communication About a Public Issue • Citizen Involvement 	<p>Tell an immigration story about your family or someone you know explaining the “push or pull factor” that influenced their decision to immigrate to the United States.</p>	<p>Explain how a natural disaster that occurs in one country can affect other countries in the Western Hemisphere. Use a map as a visual support.</p>	<p>Report on specific examples in other countries of non-citizens taking jobs as “guest workers.” Describe the jobs. Explain the point of view of employers and identify reasons why people travel away from their own countries to take such jobs.</p>	<p>Interview a teacher or another adult to ask about recent economic challenges in the U.S. automobile industry. Find out specific local examples of how recent global changes in the automobile industry have had an economic impact on Michigan.</p>	<p>Write a cause and effect essay on how global changes in the automobile industry have had an economic impact on Michigan.</p>

Michigan Social Studies Linking Document to English Language Proficiency Levels

7th Grade Social Studies Strand	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Eastern Hemisphere Studies					
History <ul style="list-style-type: none"> The World in Temporal Terms Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E. /B.C. Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E. /B.C. Era 3 – Classical Traditions, World Religions, and Major Empires: 1000 B.C.E./B.C./ to 300 C.E./A.D. 	<p>Participate in comparing chronological systems of measuring time with calendars that vary by culture using cards on classroom wall timelines.</p> <p>Listen to dictated information using number systems for calendars (eras, years) and give an accurate oral or written response with a visual aid.</p> <p>Using a world map, show the locations of the four early river valley civilizations. With a partner, fill in a chart including such information as names of the continent, rivers, & major settlements;</p>	<p>Label timelines from major cultures in the Eastern Hemisphere showing events properly sequenced according to the chronology.</p> <p>Use terms (before, after, then, later) to compare the sequence of Chinese dynasties/eras on a timeline. Add specific, key events within a given era.</p> <p>Listen to spoken or recorded passages summarizing historical events. Answer questions asking “who, where, when” about the events.</p> <p>Explain an example of cultural diffusion</p>	<p>Create appropriate spacing (years, decades, centuries) on a blank timeline to accommodate placement of a range of important events.</p> <p>Listen to spoken or recorded passages summarizing historical events. In addition to the facts about “who, where, when” information, relate the gist of the story with reference to key events, particularly cause and effect relationships. Use terms such as: “as a result”, “because”, and “consequently” to show correct relative connections.</p> <p>Work in a small group using visual and print references to trace</p>	<p>Collaborate with classmates to create parallel timelines on a classroom wall or in the hallway showing major eras in the overall history of Europe, India, China, the Middle East, and North/South America.</p> <p>Working with a partner, identify a famous individual in the history of a culture or county of the Eastern Hemisphere who had a lasting impact. Find at least three different visual and print references for your research that you can comprehend together with your partner. Read and take notes on a chart provided using your own words. Prepare a</p>	<p>Construct a timeline representing the area of the world most closely connected to your own cultural heritage. Talk with family members and/or do research to find out about major eras and key historical events. In addition to simple labels on your timeline, write a list of brief paragraphs using the “5 Ws” to summarize each event.</p> <p>Pick a major event in a particular location and specific era in the history of the Eastern Hemisphere. Research the (multiple) causes and immediate effects of the event you chose.</p>

	<p>modern country in that location today; religious practices; major inventions or accomplishments; trade routes, etc.)</p> <p>Work with a classmate to categorize symbols and pictures of various religious practices representing the five major world religions.</p>	<p>in early civilizations of the Eastern Hemisphere. Include examples of both technology and culture.</p> <p>Using class information about the five major world religions, make a poster with symbols, pictures, and captions summarizing the major beliefs. Include a map of the world indicating the origin of the religion and its geographical diffusion.</p>	<p>human evolution from Africa throughout that continent and into Europe and Asia. Include information about scientific evidence such as radiocarbon dating and DNA analysis. Make a poster and do a class presentation.</p> <p>Compare and contrast two major religions in a small group discussion. Use attentive listening and speaking strategies to confirm the contributions of other speakers as well as courteous ways to interrupt or disagree.</p>	<p>written and oral biographical report that you will present to the class with your partner. Include visual references by making a poster or designing a brief power point presentation.</p> <p>Participate in a class discussion describing the diffusion of world religions from their origin to various regions of the world. Practice learned discussion strategies such as referencing the previous speaker's contribution and then elaborating with specific examples or adding information showing close relation to the topic.</p>	<p>In addition to the immediate consequences, hypothesize links to current events in the modern era making supporting arguments. Make an outline of your information that could be the basis for a formal five-paragraph essay. Use this outline to make a formal oral report to the class. Create a power point presentation to simultaneously support your oral report.</p>
<p>Geography</p> <ul style="list-style-type: none"> • The World in Spatial Terms • Places and Regions • Physical Systems • Human Systems • Environment and Society • Global Issues Past and Present 	<p>Compare two published maps of the same geographical area of the Eastern Hemisphere that differ in historical era and scale of drawing. Locate and name the major landforms</p>	<p>Using charts and graphs of statistical information provided, work together with a partner to make a population density map of major regions in the Eastern</p>	<p>Choose one region that includes several countries. Using landforms and bodies of water as a constant reference, use comprehensible sources of information to read</p>	<p>On a physical map of Africa or Asia, reference a modern atlas of the same continent and add the political boundaries of current countries.</p> <p>Scan new material</p>	<p>Draw conclusions about patterns of settlement in coastal and interior regions of Africa and/or Asia after researching print and media references. Make a report to the class including</p>

	<p>and bodies of water on both maps.</p> <p>Continue the map project by adding major cities still existing today and give your opinion about why the cities developed in particular locations. Fill in a sentence frame following a pattern using correct prepositions: <i>(Name of city) is located <u>on</u> (name of body of water) <u>in</u> (country).</i></p> <p>List the five themes of geography and give an example of each from your own background or experience.</p>	<p>Hemisphere. Include color coding and a map key.</p> <p>Using a physical map of the same regions, speculate about and discuss the geographic reasons for sparse or dense population and justify your thinking with examples. Use learned vocabulary to elaborate your examples.</p> <p>Use visual or linguistically accessible resources to find information and then describe human characteristics (language, religion, cultural traditions, economics, and government system) of a particular region of the Eastern Hemisphere.</p>	<p>about the cultural, economic and political changes that occurred in the past 1000 years. Take notes from written information using a graphic organizer provided.</p> <p>Then discuss what you learned in a small groups highlighting important information from your notes.</p>	<p>to find out how those boundaries were determined in one particular region by referencing geographical features, cultural influences (religion, language, etc.) and the history of colonialism on that continent. Use the writing process to create a written report that will be presented to the class.</p>	<p>visual references.</p> <p>After viewing a film presenting a region of the Eastern Hemisphere experiencing environmental stress, pose at least three research questions and make a plan to find reference resources to further your study. Discuss your topic and research plan with the school or community librarian and follow advice to locate relevant informational resources through the services of the media center. Make a diagram outlining your research strategies and reference sources; complete a written report on your environmental topic.</p>
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Civics and Government <ul style="list-style-type: none"> • Purposes of Government • Values and Principles of American Democracy • Structure and Functions of Government • Roles of the Citizen in American Democracy 	Distinguish between the concept of <i>continent and country</i> . Locate and label countries ("nation-states") on a continental map of Asia, Africa, or Europe.	Distinguish between the concept of <i>continent and country or nation-state</i> . Discuss the differences of these terms with examples. Tell the necessary characteristics of a nation-state.	Using a physical map of Africa or Asia, reference a modern atlas of the same continent and add the political boundaries of current countries. Work with a partner and take turns giving and following directions to make the map.	Describe the positive and negative aspects of dividing the world into nation-states. In a small group, recall examples of international conflict among particular nation-states in the Eastern Hemisphere. Use facts and details as you discuss causes, effects, and long-term consequences with the rest of the class as an audience.	Find examples in the history of the Eastern Hemisphere of different forms of government (monarchies, theocracies, dictatorship, representative governments) to compare and contrast. Explain how these governments get power or authority. Evaluate the effectiveness of the government in relation to the needs of the citizens.
Economics <ul style="list-style-type: none"> • Market Economy • National Economy • International Economy 	Listening to dictated information, fill in a chart organizing a list of countries according to the predominant type of their economic system (traditional, command, market, mixed economy).	Listen to an explanation and retell the four basic economic questions. Paraphrase the meaning.	Looking at information contained in economic charts and graph, make statements using the data. In a small group, predict trends according to the data presented. Listen to questions and brainstorming suggestions from group members and write questions that you would need to prove or disprove predictions.	Looking at maps of natural resources in the countries of the Eastern Hemisphere, predict how modern communication and transportation influence international trade relationships with other nations of the world. Scan comprehensible informational text to find examples to prove or disprove your predictions.	Research the historical development of one major petroleum company. Diagram its global investments and create a map illustrating sources of petroleum and the destination markets worldwide. Write an essay stating your opinion about the pros and cons of such huge oil enterprises.

Public Discourse, Decision Making and Citizen Involvement	<p>Make a rank-order list of the five most valuable natural resources in the world today. Tell where these resources can be found.</p>	<p>Tell other students in a small group some facts about the country where you were born or where you grew up if it was a place outside the United States. Ask family members or use your own knowledge to prepare some simple written sentences about the history of your country, natural resources, jobs of the people, economic challenges, the current political situation. Read your sentences standing in front of your small group.</p>	<p>Prepare a brief written report about a country in the Eastern Hemisphere. Include information about the history of the country, natural resources, jobs of the people, economic challenges, and the current political situation. Write your report in multiple brief paragraphs using your own words. Deliver your report reading orally in front of the class.</p>	<p>Discuss in a small group and then describe in writing the steps a country must take to develop economically following a major new discovery of oil or a scarce mineral. Make specific recommendations for keeping most of the wealth in order to avoid losing control to a stronger nation. Explain your ideas by reporting back orally to a partner. Clarify and edit your report with feedback. Submit the written report after revision.</p>	<p>Participate in a class discussion to interpret information about the balance of imports and exports between a developed and developing country in the Eastern Hemisphere. Imagine you are an economic advisor to the government of the developing country. Draw conclusions about the current trade relationship and make specific recommendations for long-range economic development that will be in the best interest of the developing country.</p>
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Michigan Social Studies Linking Document to English Language Proficiency Levels

<i>8th Grade Social Studies Strand</i> Integrated U.S. History: Constitution Through Reconstruction Eras 3-6	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Foundations in United States History and Geography Eras 1-3	Following the spoken sentences modeled by a native speaker of English, on a map of North and South America, indicate the areas colonized by the Spanish, the French, and the British. Use specific names of major landforms and bodies of water as well as directions (north, northeast, etc.).	Retell the story of a famous European explorer after reading and discussing it together in a group. Include information following “5 Ws” cue. Make complete sentences as you tell “who, what, where, when, why – and how” about the explorer.	Listen and take notes as someone describes the climate and other geographical differences among the regions using a physical map of North America to support your description. Add additional adjectives and nouns to your notes using a list of terms provided.	Listen to and/or view media about the adventures of a European explorer. As your partner retells the story, listen attentively and write the sentences of your partner’s story. Then retell the story, but change the point of view to that of a conquered native American Indian. Use antonyms or negative forms of the verbs to show an opposite point of view.	As part of a group focusing on a particular region of the U.S., read informational text to find facts to support a well-written paragraph describing the daily life of Native American Indians, their use of natural resources, and aspects of their unique culture.
Era 3: Revolution and the New Nation (1754-1800s) <ul style="list-style-type: none"> Creating New Governments and a New Constitution 	Review a map of the 13 states in the new “United <u>States</u> of America” and explain the difference between a state and the larger nation/country.	Discuss as a group the needs and important responsibilities of any newly formed government body. As a class, brainstorm a list of expectations	List the powers available to the government under the Articles of Confederation in comparison with the “improved” powers of the U.S. Constitution. Elaborate why the	Form debating teams to support opposing opinions on the Federalist and anti-Federalist points of view during the formation of the new U.S. government and	Organize a group activity to discuss and paraphrase the amendments in the Bill of Rights in order to prepare instructional posters used to explain these concepts to

	Compare the concepts of <i>power</i> and <i>authority</i> with examples from the students' experience.	that citizens have regarding services & responsibilities of their country's government. Then prioritize this list through discussion in small groups. Give reasons for your decisions.	added powers in the Constitution were necessary with specific examples from U.S. history.	ratification of the Constitution. Use the list of issues provided and elaborate with information from your knowledge or research of the American colonial experience.	students who are new learners of English. Include diagrams, illustrations, and summary captions.
Era 4 – Expansion and Reform (1792-1861) <ul style="list-style-type: none"> Challenges to an Emerging Nation Regional and Economic Growth Reform Movements 	<p>Listen as the teacher or group reads an illustrated biography of George Washington. Ask questions or make statements to demonstrate your participation and understanding.</p> <p>Look at the format of the U.S. Constitution and make an outline of its major parts. Identify the names of the three branches of government and tell the major responsibility of each.</p> <p>Listen to a story (and/or view visual media) about the life of Thomas Jefferson. Listen again as you follow along</p>	<p>Read a simplified version of a biography of George Washington. Retell the story to a partner. Ask each other clarifying questions; provide answers including rephrasing of the questions.</p> <p>Look at the format of the U.S. Constitution and make an outline of its major sections. Identify the content of each section and predict why it is important.</p> <p>In pairs, identify the three branches of government outlined in the Constitution and tell the major responsibility of</p>	<p>View segments of visual media showing a biography of George Washington. Take notes in the graphic organizer provided. Discuss for clarification and to share information with others. Then write a well-organized one-paragraph summary of Washington's importance in the history of the U.S.</p> <p>Read simplified biographies about the lives and ideas of Thomas Jefferson and Alexander Hamilton. Relate their experiences to their differing political ideas about the power of a centralized national</p>	<p>Discuss concepts of power/authority and forms of government (monarchy, dictatorship, representative government) based on the U.S. colonial experience.</p> <p>Participate in a class discussion about 1) how the experiences and leadership qualities of George Washington brought him to the position as the first president of the U.S. and 2) Washington's ideas to guide the nation as he left office. Apply these oral descriptions as you write two summary paragraphs about Washington's importance in the history of the U.S.</p>	<p>Contribute to a class discussion and describe the major challenges facing the U.S. as George Washington left the U.S. presidency (political conflict & emerging political parties; need to determine the power of a national judiciary; foreign relations). Then write a well-organized five-paragraph essay elaborating on those three topics in body paragraphs. Begin with an introduction paragraph containing a clear thesis statement. End your essay with a concluding paragraph.</p> <p>Read about the</p>

	<p>with an illustrated, written text.</p> <p>Interpret symbols on a map of the northeast and southern regions in the U.S. that illustrate natural resources and economic activities. Connect words with the visuals and recite modeled sentences containing newly learned vocabulary.</p> <p>Using a map key and a color-coded map of the United States, locate and write the names and dates of U.S. land acquisitions beyond the original 13 states.</p> <p>Listen and participate in a discussion of slavery. View a map showing “triangular trade” in early America and name the products involved, their origin, and their destination on this Atlantic trade route.</p>	<p>each. Scan a simplified version of the Constitution for key words that might help you understand some details regarding each branch of government. Ask for clarification.</p> <p>Using a map with symbols in a map key, distinguish between the natural resources and economic activity of the northeast and southern regions of the U.S. Make grammatically correct compound sentences using appropriate conjunctions (e.g. and, but) to compare and contrast the regions.</p> <p>Read a simplified story of Harriet Tubman and the Underground Railroad. View a dramatic film presentation or an informational biographical film about her life. Share your observations and questions about</p>	<p>government compared to decentralized power.</p> <p>Provide information about the geography of the U.S. with special attention to distances (using measurements in both miles and kilometers) and major mountain ranges and river systems. Discuss how geography probably influenced communication and transportation in the U.S. during the early to mid-1800s.</p> <p>Participate in guided reading about the origins of the slave trade in the U.S. View the film <i>Nightjohn</i> and jot down observations and questions for participation in class discussion about the daily realities of the slavery system in the southern states.</p> <p>Listen to class presentations</p>	<p>Interpret information on graphs and charts to document changes and to show the economic impact of improvements in transportation, such as steamboats, canals, and the railroad system.</p> <p>Find resources in the school media center or the community library to read more about the story of the Louisiana Purchase. Organize a class project to research and present important aspects of this exploration.</p> <p>As a class, view the first segment of the TV drama <i>Roots</i>. Then in small groups, view a different continuing segment of the mini-series. Each group will orally present their part of the continuing story including a one-page handout for classmates outlining the</p>	<p>development of the steam engine and its application to shipping, both on riverboats and ocean-going vessels. Then read about the development of the railroad steam engine. Imagine yourself as a wealthy investor in the early to mid-1800s. Choose ships or railroads as the mode of transportation you will support with your money. Defend your choice with supporting information such as data, but also include predictions of potential economic expansion for the U.S.</p> <p>In small groups, choose a reform movement in the United States (abolition, women’s rights, temperance, public education) and prepare a lesson for the entire class explaining that particular reform movement. Include an overall</p>
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	<p>Listen to class presentations about reform movements in the history of the United States. From written and visual information shown, copy key words and names connected to each issue. Later, tell a partner about the problem and what changes happened in American society as a result of the actions of famous reformers.</p>	<p>the film during a class discussion.</p> <p>Listen to class presentations about reform movements in the history of the United States. Formulate clarifying questions to ask your classmates at appropriate times during their presentations. Fill in missing information on a graphic organizer that provides a framework for this information.</p>	<p>about reform movements in the history of the United States. Take notes, ask clarifying questions, and write a brief paragraph about each of the reform movements.</p>	<p>setting (relevant dates and locations), continuing or new characters, and significant events that happened in that segment of the story.</p>	<p>description of the problem representing arguments on both sides of the issue. Find out information about leaders of the reform movement, describing their background and actions. Tell what happened as a result. Each member of the group must speak and use visuals (poster, Power Point, realia) in the class presentation.</p>
<p>Era 5 – Civil War and Reconstruction (1850-1877)</p> <ul style="list-style-type: none"> • The Coming of Civil War • Civil War • Reconstruction 	<p>Tell about a conflict in the history of your country that involved people fighting against each other inside the country.</p> <p>After your teacher introduces the background of the film, watch the film <i>Glory</i> with your classmates and do a simple retell of the plot of the story.</p> <p>Look at a map showing the states</p>	<p>As you do guided reading, listen for information related to key vocabulary words provided. Fill in a simple chart categorizing terms, names, and places according to whether they are associated with the North or the South. (e.g. blue, gray; Lincoln, Davis; Union, Confederacy, etc.)</p> <p>Watch the video <i>Glory</i> and tell</p>	<p>After reading your textbook or watching visual media, use a map and list of clue words to orally describe the action in one important battle of the Civil War. Use sequencing vocabulary to make transitions between sentences as you speak. Include names of people and places and choose a variety of active verbs to enhance your description.</p>	<p>Participate on a team to quickly organize Civil War cards into chronological order. Each card contains a brief paragraph describing a major event of the Civil War. When assembled correctly in time order, your team has to then add appropriate transition words to show real understanding of sequence or cause & effect between</p>	<p>After reading in your textbook and viewing the film <i>Glory</i>, write personal reflections in reaction to events and symbolism in the film. Discuss as a class.</p> <p>Imagine the contents of a letter that Robert Shaw, commander of the 54th Regiment, writes home to his parents the night before the final battle. Summarize his experience in</p>

	involved on both the North and South sides of the Civil War. Note the “border states” in between as well as the names/locations of major battles. As another student tells you the information, indicate which battles were won by the North and which were won by the South.	about the changes you observed in the African Americans who became Union soldiers.	After the Civil War, African Americans who used to be slaves were free to leave their owners. In a small group, discuss and take notes about the total changes and plans an African American family in the South would have to make if they chose to travel to the North to start a new life at this time in U.S. history. Be very practical.	one event and another. Make a list of the actions the federal government intended to take to assist in the reconstruction of the southern states after the Civil War. For each action, state the purpose of the action and whether or not it was successful.	the Civil War and give his opinion about why sacrificing his life is important to his beliefs.
Era 6 – The Development of an Industrial, Urban, and Global United States (1870-1898) <ul style="list-style-type: none"> America in the Last Half of the 19th Century Policy Issues in U.S. History Eras 3-6 	<p>Look at illustrations and diagrams of early factories such as textile mills. Follow illustrations of the production process as you listen to someone telling you about that process while referencing the illustrations.</p> <p>View photographs of children working in U.S. factories. Point out and describe what you see.</p>	View the film <i>Mill Times</i> or other visual media showing an early textile mill in the northeast U.S. Make three observations about things you learned. Ask three further questions. Draw one illustration of something you remember seeing in the film.	Read a fictional story about a child or young teenager who was part of the labor force of an early factory in the U.S. Summarize the reasons for taking such a job. Describe the dangers and difficulties facing that person in the workplace. Suggest changes that should be made to improve the lives of children at that time.	View photographs as primary source documents from the early days of factory work and tenement life in the U.S. Imagine real life details about the people in the picture and write a two-page narrative about their lives. Include setting, character background, dialogue between characters (with correct capitalization punctuation), and at least two conflicts.	View a film about the building of the transcontinental railroad. Take notes comparing and contrasting the construction efforts starting from the east with those starting from the west. Pay particular attention to the differences in geography and labor forces. Using these notes & your knowledge of the purposes for building the railroad, decide which of the two railroad companies you would have

					invested in with hopes of getting rich. Explain why.
Public Discourse, Decision Making and Citizen Involvement	Name a modern problem in society that needs reform and tell what some people are doing to make change. Report on an issue in your home country if you don't have enough background to know about one in the United States.	National governments have to make decisions about how to spend their tax money. Make a list of five projects that you think the United States government should focus on to make life better for its citizens. Then prioritize your list with #1 being the most necessary, and so on.	Citizens sometimes come together as volunteers to work on social issues of importance to them (e.g. environmental issues; raising money for cancer research; feeding the hungry etc.) Find out more information about a group that focuses on an issue that you personally think is important. Report on opportunities for teenagers to participate in some volunteer activity with that group.	Research a current example of slave labor and human trafficking. Provide details from reputable sources. Pose connections between these issues today and slavery in early America.	Research both sides of the current controversy about immigration reform in the U.S. Take a stand providing specific supporting arguments for your opinion while showing a respectful critique of the opposing view.

Michigan Social Studies Linking Document to English Language Proficiency Levels

<i>High School World History & Geography (Eras 4-8) Social Studies Strand</i>	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
ERA 4 – Expanding and Intensified Hemispheric Interactions 300-1500 C.E./A.D. <ul style="list-style-type: none"> • Crisis in the Classical World, World Religions, Trade Networks and Contacts • Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, The Plague • Africa to 1500; The Americas to 1500; China to 1500; The Eastern European System and the Byzantine Empire to 1500; Western Europe to 1500 	<p>Match the names of the five major world religions with its commonly recognized symbol. Say the names of the religions and the terms used for followers of that religion (e.g. Islam, Muslim; Buddhism, Buddhists, etc.</p> <p>After listening to an introduction, watch the video <i>The Plague</i> with your classmates. Take some notes in simple English or in your native language so you can ask questions later. Watch for maps that will show where the Plague started and where it spread. Listen for numbers that tell how many people died of this disease.</p>	<p>Refer to text references and color-code a map of the world to show the origins and spread of the major world religions during this era. Differentiate between Roman Catholic and Orthodox Christianity. Using your map as a visual aid, describe what is represented on the map.</p> <p>View the video <i>The Plague</i> which is about the disease also called the “Black Death” that killed people around the world. Take notes in English or in your native language to remember impressions or to ask questions later. Listen for</p>	<p>Read text information and view films about the Crusades and the encounter of European Christianity and Islam. Summarize the cause and effects of this encounter, particularly with regard to increased trade.</p> <p>View the video <i>The Plague</i> which is about the disease also called the “Black Death” that killed people around the world. Take notes in English including some facts and statistics. Focus on being able to summarize the cause and effects of the Plague.</p> <p>Identify the particular areas of Africa that were</p>	<p>Draw the major land and sea trade routes of this era on a map of the world. Choose one route for further investigation - especially one that may involve an area representing your own cultural heritage. Write a geographical description of this route including its specialization of products traded and the cultures of the people in the societies involved in this exchange.</p> <p>From your reading, take notes on a chart for a report to compare and contrast two major African civilizations including aspects of environment, economics, religion, political systems, and social structure.</p>	<p>Read text and view information in media or on the internet about the expansion of Islam and the cultural and scientific developments of Muslim societies as Muslim political and religious influence grew in Europe, Asia, and Africa. Take notes from your investigations to prepare a research paper. Include geographic visual references and follow the guidelines for report writing with works cited according to preferred formatting.</p> <p>Read text and view media about the Mongol Empire in Eurasia. Summarize this information in an</p>

	<p>Looking at pictures of early African societies, describe aspects of culture that you see, such as clothing, food, houses, art, religion, etc.</p> <p>Label a model or picture of a medieval manor. Tell about the people who lived there and the jobs they had. Refer to a pyramid diagram showing the social classes in feudal Europe.</p>	<p>information that tells about particular places in the world affected by this pandemic.</p> <p>Listen to a description of the trading of gold and salt across the Sahara. Show this route on a map and retell information about this regional trade.</p>	<p>influenced by Islam and Christianity. Tell about some results of the interaction of these religions with traditional African beliefs.</p> <p>Describe the growth of towns in Western Europe following the Middle Ages. Relate information about changes in agriculture and the increase of trade using terms showing cause and effect.</p>	<p>Read text and view segments of the video set <i>The Byzantine Empire</i>. Pay attention to particular aspects of religion, architecture and art styles represented in the film that differ from those in Western Europe at that time. Deliver an oral summary of this information using a map and other visual references to support your descriptions.</p>	<p>oral report with visual reference to a map of the region.</p> <p>As part of a group, research one of the major Chinese dynasties. Other groups in class will report on other dynasties. Oral presentations will be delivered in an historical sequence with information added to an illustrated timeline stretching around the classroom.</p>
<p>Era 5 – The Emergence of the First Global Age, 15th -18th Centuries</p> <ul style="list-style-type: none"> Emerging Global System and World Religions European Exploration, Conquest, and Columbian Exchange; Trans-African and Trans-Atlantic Slave Systems Ottoman Empire to 1800; East Asia, South Asia & India; Russia, Europe, and Latin America through 18th Century 	<p>Refer to pictures and explain how new shipbuilding techniques and navigation inventions helped explorers expand ocean travel.</p> <p>Use the names of explorers, continents and directions to describe the routes of exploration from Europe to other continents.</p> <p>Match the names of famous Renaissance</p>	<p>Draw a diagram on a map of the Atlantic region with arrows to show the exchange of products, animals, and disease in the Columbian Exchange during the late 15th and 16th centuries. Draw pictures or use clipart or small images from the internet to symbolize items exchanged.</p> <p>Compare India on a sequence of historical maps</p>	<p>Read text and view media about the Atlantic trade system and the Middle Passage. Summarize the causes and effects of this forced migration in writing.</p> <p>Read simplified versions of some principles of Confucianism. Explain how these ideas were reflected in Chinese society.</p> <p>Listen to explanation, view</p>	<p>Compare and contrast labor systems of this era, including serfs, indentured servants, slaves and wage labor. Describe the relationship between owner/boss and worker, the “contractual” relationship, and the working conditions.</p> <p>Compare feudal Japan to feudalism in China and feudalism in Europe. Identify</p>	<p>Read and view media about the history of the Ottoman Empire. Locate relevant areas on an historical map and related to modern political boundaries. Draw conclusions about the short term and long-term effects in the region of Ottoman rule.</p> <p>Reading about the historical development of Russia, note Russia’s location on a map of</p>

	<p>artists and inventors with pictures of their most famous works. Form complete sentences to connect the person to his work using an active verb. (<i>drew, painted, designed, etc.</i>)</p> <p>Categorize pictures that show famous art and architecture of the Ming and Qing dynasties in China. Watch a video highlighting the political, social and cultural achievements of these two great dynasties. Make oral comments or ask questions.</p>	<p>from the Indus River Valley civilization through early history, and into the colonial period under British rule. Identify major geographical features of India on a map as consistent markers as political boundaries change.</p> <p>Reading simplified text and listening to explanation, answer questions about inventions and scientific advances in Europe as a result of the Scientific Revolution.</p>	<p>media and Describe the art, architecture and other aspects of culture that are evident and notable from viewing images of historical and modern India.</p> <p>Prepare an outline or a written paragraph as support when you orally describe the events of the Reformation using cause and effect connections. Begin with a general statement and end with a conclusion. Include names, actions, and specific events as supporting details in your description.</p>	<p>influences of China on Japanese society.</p> <p>Read and contribute to a discussion of European history using some specific examples of famous monarchs and the growth of nationalism among European states.</p> <p>Give examples of rivalries and alliances among the kings and queens of Europe, particularly in England, France and Spain. Give examples of each country's military and colonial goals beyond their own borders.</p>	<p>Europe and Asia and make some general statements about the influences of the Byzantine Empire, the Mongol Empire, and Orthodox Christianity.</p> <p>Explain the concept of mercantilism in connection with the Spanish and Portuguese colonization of Latin America. View the film <i>The Mission</i> and reflect on the colonial impact on native peoples through discussion and by answering reflective questions.</p>
<p>Era 6 – An Age of Global Revolutions, 18th Century-1914</p> <ul style="list-style-type: none"> Global Revolutions; World-Wide migrations and Population Changes; Increasing Global Interconnections; Changes in Economic and Political Systems; Interpreting Europe's Increasing Global Power Political Revolutions; Growth of Nationalism and Nation- 	<p>Give your opinion about the effect of industrialization on women and children.</p> <p>Differentiate areas of Africa controlled by various European powers by color-coding an outline map.</p> <p>Describe and</p>	<p>Orally describe patterns of long-distance migrations of people from Europe, Africa, and Asia during this era using a map of the world as a visual reference.</p> <p>Read and listen to explanations, and</p>	<p>Retell the story of the French Revolution using specific details about the points of view of people in different levels of society.</p> <p>Hypothesize about the shift in France from monarchy to revolution to the rise of Napoleon.</p>	<p>Assess the results of the Meiji Restoration in Japan after describing what occurred and how the country changed politically and socially during this period of modernization.</p> <p>Evaluate the cause and effect</p>	<p>Assess the short-term and long-term impact of European colonialism in China. Make connections to Chinese cultural and historical traditions.</p> <p>Describe the connection between the</p>

<ul style="list-style-type: none"> Europe, East Asia, and Africa 	<p>evaluate changes in the lives of workers who moved from rural to urban areas to work in factories.</p>	<p>then describe examples of European imperialism and global power between 1500 and 1900. Show links on a map between Britain and South Africa & India, France and Indochina, and Japan in other parts of Asia.</p>	<p>List some of the products and technologies that spread from one part of the world to another because of increasing global connections during this era.</p>	<p>relationship between British imperialism and the decline of the Mughal empire in India. Describe the sequence of events that resulted in British control of the region.</p>	<p>imperialism of this era and attitudes of racism. Make connections to racism that persists today.</p>
<p>Era 7 – Global Crisis and Achievement, 1900-1945</p> <ul style="list-style-type: none"> Increasing government and Political Power; Comparative Global Power; Twentieth Century Genocide; Global Technology; Total War World War I; Inter-War Period; World War II, Revolutionary and/or Independence Movements Russian Revolution; Europe and the Rise of Fascism and Totalitarian States; Asia, the Americas, Middle East 	<p>Using visual support, describe some of the new weapon technology used in World War I.</p> <p>Categorize a list of the countries aligned with the Axis powers compared with the Allied powers during World War II. Locate these countries on a map of the world.</p> <p>Tell whether or not your native country was directly or indirectly involved or affected by World War I and/or World War II. Explain why or why not.</p>	<p>Using visual support, describe innovations in transportation and communication that developed between 1900 and 1945.</p> <p>Identify the alliances that contributed to the wide involvement by many nations in World War I.</p> <p>Make a chart to categorize a list of countries fighting against each other in World War II.</p> <p>Designate which countries were engaged in fighting on both the Atlantic and Pacific “fronts” or battle areas</p>	<p>Discuss the concept of <i>nationalism</i> and give examples of rising nationalism in this era.</p> <p>Describe historical events related to nationalism in a particular region using a sequence of cause and effect statements.</p> <p>Read and find further information on the internet to make a written report on the causes and effects of the Nazi policy of genocide in Europe during World War II.</p> <p>Read text information about World War II and</p>	<p>Use multiple sources (reports of journalists, films or photographs, oral histories, interviews) and points of view to research causes and consequences of the genocide affecting one of these groups: Armenians, Romas (Gypsies), Jews, Ukrainians, and Chinese.</p> <p>Organize information from your reading and research. Write a brief essay to compare and contrast the causes of World War II in Europe compared to the Pacific region.</p>	<p>Read about the negotiations among victorious nations at the conclusion of World War I. List the major points in the Versailles Treaty and describe world-wide consequences.</p> <p>Write an essay to describe or compare the impact of the global economic depression on different regions and nations between World War I and World War II.</p> <p>Analyze the emergence of communism in China.</p>

	<p>Identify places in Central and South America that were affected by foreign military intervention and/or political revolutions during the first half of the 20th century. Pick one country and tell what you know about its history at this time.</p>	<p>during the war. Describe the political and economic involvements of western nations that caused them to have interests to protect in the Pacific region.</p> <p>Describe political, economic, and social changes that occurred in the Middle East during the first half of the 20th century. Pick one particular country in the region and make an oral report to the class.</p>	<p>make a timeline showing major turning points of the war. Identify events on the European front on the top of the timeline and events on the Pacific front on the bottom of the timeline. Write a brief paragraph explaining each item on the timeline.</p>	<p>Describe the rise of dictatorship during the 20th century in one of the following countries: Germany, Italy, Spain, or the Soviet Union. Use cause and effect relationships in your description.</p> <p>Summarize the events of the Russian Revolution using cause and effect links and transitions as you report the sequence of events.</p>	<p>Research and make an oral report on the political, economic and social transformations that occurred in one region or country in Central and South America during the first half of the 20th century.</p>
<p>Era 8 – The Cold War and Its Aftermath: The 20th Century Since 1945 Origins of Cold War; Cold War Conflicts; End of Cold War; Mapping the 20th Century The Legacy of Imperialism; Independence, Decolonization, and Democratization Movements; Middle East</p>	<p>Listen to an explanation and retell the meaning of the term Cold War. Include dates and names of some countries.</p> <p>Compare an historical map showing the Soviet Union with a contemporary map of Eurasia. List the countries that used to be part of the Soviet Union but are now independent</p>	<p>Classify these locations of Cold War conflict according to their location in the world: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin.</p> <p>Working in pairs, read information in your text or on the internet to</p>	<p>Report orally or in writing on the Cold War conflict that occurred in one of these areas of the world: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin.</p> <p>Describe the origin and development of the state of Israel and explain why it is a source of major</p>	<p>Report orally or in writing about the significance of the <i>arms race</i> or the <i>space race</i> during the Cold War period. Add the most recent information about weapons treaties and cooperative space exploration involving Russia and the United States.</p> <p>Orally or in writing, describe the independence</p>	<p>Compare the roots of the Korean conflict with those of the Vietnam War. Give your opinion about why the United States chose to get involved in those Asian conflicts.</p> <p>Write a five-paragraph essay about the legacy of imperialism in Africa.</p> <p>Orally or in writing, describe</p>

	nations.	learn about what happened in one of those countries during the Cold War period of history. Collaborate and write a paragraph summarizing the information.	controversy in the Middle East.	movements in the Indian subcontinent and how new nations were formed in that region.	the origin and policies of the <i>apartheid</i> system in South Africa. View the film <i>Cry, the Beloved Country</i> and discuss as a class.
Contemporary Global Issues	<p>Create charts, graphs, and/or maps to show population changes during the past 50 years in three different regions of the world.</p> <p>Give your opinion about the challenges a region or country faces when there is a big increase in population.</p> <p>Locate information about these areas of recent conflict in the world and tell what happened in each place: Darfur, Rwanda, Cambodia, Bosnia).</p>	<p>Create charts, graphs, and/or maps to show changes in rural-urban population and population density in major areas of the world.</p> <p>Describe the kind of planning and development a national government has to do when large numbers of people migrate to urban areas.</p>	<p>Create charts, graphs and/or maps to show results of your research on the increased use of oil and petroleum products worldwide.</p> <p>Identify the countries that are major suppliers of this natural resource and explain how the supply and demand for this resource has impacted international relations.</p>	<p>Read or use internet resources to find out about differences – such as ethnic, territorial, religious, nationalist, or political differences - that may be root causes of tension and conflict involving these areas or groups: Israel/Palestine, Kashmir, Ukraine, Northern Ireland, al Qaeda, and Shining Path. Write a paragraph summarizing the cause(s) of each conflict.</p>	<p>Research and make an oral and written report on a specific example of the impact of humans on the global environment. Use posters or prepare a Power Point presentation as visual reference for your oral report to an audience. The report must be written in your own words but may include brief quotes from reliable sources. Include your reference sources on a page of works cited.</p>

Michigan Social Studies Linking Document to English Language Proficiency Levels

<i>High School U.S. History & Geography (Eras 6-9) Social Studies Strand</i>	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Era 6 – The Development of an Industrial, Urban, and Global United States (1870-1930) <ul style="list-style-type: none"> • Growth of an Industrial and Urban America • Becoming a World Power • Progressivism and Reform 	<p>Using a color-coded map of the immigration patterns in the late 19th Century U.S., find where particular immigrant groups settled. Name the city or state, the ethnic group, their language, and their country of origin.</p> <p>Match the symbols on a map showing natural resources in the U.S. with the correct words. If You need more information, use a bilingual dictionary or online resources for translation of terms. After you understand the word, tell one example of how each resource can be used for make something.</p> <p>Talk about whether you think</p>	<p>Organize data provided and make a ranked chart of the ten largest immigrant groups in the U.S. during the last half of the 1900s. Include population statistics for the group as the basis for ranking. Also include the primary areas of settlement in the U.S. and the languages spoken by these groups.</p> <p>Using maps showing the symbols of U.S. natural resources, give examples of the possible economic uses of each resource. Discuss how the physical geography of the U.S. helped the nation develop economically as an industrial power.</p>	<p>Interpret charts and graphs showing the rural to urban shift of U.S. population during the last half of the 19th Century. Write compound or complex summary sentences explaining the trends by using facts from the charts and graphs. Say the sentences to a small group while referring to the related chart or graph.</p> <p>Discuss the purposes of labor unions in the era of early industrial growth in the U.S. Explain the differences among the three major groups of organized labor.</p> <p>In a small group of two or three students, research the pattern of</p>	<p>Using statistical data about shifts in U.S. population patterns during the late 19th Century and your knowledge of economic development, write a well-organized “cause and effect” paragraph focusing on one particular aspect of this change (e.g. development of transportation; industrialization; immigration; land grants) Include data as part of your supporting details.</p> <p>As a small group, use the school media center and/ or online resources to research the development of the City of Detroit or another industrial center in Michigan during the late 1800s and early 1900s. Show</p>	<p>Summarize in writing the opposing arguments in the famous Supreme Court case <i>Plessey v. Ferguson</i>. Give your opinion about the decision. Tell the effects of this decision on both white society in the South and African Americans.</p> <p>Read and do internet research about one famous American industrial leader such as Andrew Carnegie, John D. Rockefeller, or Henry Ford. Write a biographical summary of this person’s early life and the circumstances of his success. Draw conclusions about the positive and negative aspects of their business activities and support your</p>

	<p>it's better to live in a rural or an urban area. Explain your thinking. Tell about your personal experience or the experience of others that might influence your decision.</p> <p>Listen attentively as you view brief video clips about how the U.S. acquired new territories in the world between 1890-1914 (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone). Listen to your teacher introduce and clarify each segment. Use a map outline to write the name of each location.</p> <p>Follow along the reading as you listen to a short reading of a simplified story about a leader of a reform movement in the U.S. (women's suffrage, urban reform, rights of</p>	<p>Discuss reasons why African Americans or Americans living in rural areas might want to move to other regions of the United States during the late 1800s or early 1900s.</p> <p>Listen attentively as you view brief video clips about how the U.S. acquired new territories in the world between 1890-1914. (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone). Ask your teacher clarifying questions. Make two or three sentences – orally or in writing - summarizing what happened in each location.</p> <p>Read together as a group and/or listen to an audio reading about the life of a leader of the women's suffrage movement (Susan B. Anthony,</p>	<p>growth of ten major American cities during the late 1800s and early 1900s. Create a chart on a poster with key categories of your choice that will show important comparisons (e.g. U.S. regional location, population, major industries, major immigrant groups, etc.). Present your findings to the class.</p> <p>Listen attentively as you view brief video clips about how the U.S. acquired new territories in the world between 1890-1914 (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone). Ask your teacher clarifying questions and fill in summary notes on a graphic organizer provided.</p> <p>Name the countries involved on both sides fighting in World War I and describe major events leading up</p>	<p>evidence of using multiple sources. Together, prepare a report and do a presentation to the class including visual aids.</p> <p>Identify on a world map specific territories that the U.S. acquired between 1890 and 1914 (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone). Explain the circumstances that were involved in each case. Debate this action from the point of view of the U.S. government and also from the point of view of the people living in those places.</p> <p>Read in your textbook about the history of women's suffrage in the U.S., then view a film about the lives and work of Susan B. Anthony and Elizabeth Cady Stanton. Write a paragraph summarizing the life of each woman including topic and</p>	<p>opinion with details from your reading.</p> <p>As you independently read information in the textbook, identify on a world map specific territories that the U.S. acquired between 1890 and 1914 (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone). Take notes on the circumstances that were involved in each case. Participate in a debate about this action from the point of view of the U.S. government and also from the point of view of the people living in those places.</p> <p>During wartime and national emergencies the government often takes more control and restricts civil liberties. Evaluate such actions by the U.S. government during World War I and connect these</p>
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	African Americans). Tell what the problem was and what the person did to improve society.	Elizabeth Cady Stanton). Retell the story to a partner referring to illustrations in the book.	to this war. Tell why the United States tried to stay "neutral."	concluding sentences with supporting facts and details. Develop interview questions and probably answers for an imaginary dialogue between a American newspaper reporter and a typical U.S. soldier fighting in Europe during World War I.	events with restrictions on civil liberties that happened following the recent 9/11 attacks on the U.S.
Era 7 – The Great Depression and World War II (1920-1945) <ul style="list-style-type: none"> Growing Crisis of Industrial capitalism and Responses World War II 	Listen to some 1920s music and watch samples of movies and dancing of that time in the U.S. Tell your classmates what	Listen to some 1920s music and watch samples of movies and dancing of that time in the U.S. Include selections of African	Read a biography written for young adults about Franklin Roosevelt or Eleanor Roosevelt. Write answers to questions or	Watch the film <i>The Dollmaker</i> or read selections describing urban unemployment in Michigan during the Depression. Describe	View both a documentary film (such as <i>Dust Bowl</i>) and a dramatic film (such as <i>Grapes of Wrath</i>) and discuss connections that

	<p>you thought about these cultural samples. During the Great Depression in the U.S., many people were unemployed. The national government created new jobs and paid for workers to do these jobs. Looking at pictures of these workers in action, tell what they are doing. Offer detailed descriptions of what you see in each picture.</p> <p>View the film <i>The Diary of Anne Frank</i> with your classmates. Tell about three things you learned and three questions you have while another person writes your ideas on the board. Produce a drawing of something memorable in the film.</p>	<p>American culture from the "Harlem Renaissance." Make oral observations about what you saw and heard.</p> <p>World War II was fought in two separate "fronts" or areas of the world. Describe the two locations using the names of oceans and countries involved. Tell whether or not your native country was directly involved in this major war.</p> <p>Read a simplified, illustrated story about Anne Frank as an example of the genocide policies of the Nazis during the Holocaust. View the dramatic film <i>The Diary of Anne Frank</i>. Answer oral questions and discuss what you learned in the film compared to the book you read.</p>	<p>summarize what you have read. Then view paced segments of a documentary film about the lives of the Roosevelt's. Jot down brief notes on a viewing guide outline chart provided.</p> <p>Read a narrative account of the Japanese attack at Pearl Harbor or listen to an interview of someone who remembers that event. Write a short paragraph of five sentences about the response of the American people following that event.</p> <p>Make connections with the public response following Pearl Harbor and the more recent attack on the U.S. known as "9/11."</p> <p>Read a modified story about Anne Frank as an example of the genocide policies of the Nazis during the Holocaust. View the dramatic</p>	<p>comparisons with the recent economic recession affecting Michigan workers. In both cases, use examples to tell about actions the federal government took to improve conditions for citizens.</p> <p>View the dramatic film <i>Tora, Tora, Tora</i> or the film <i>Pearl Harbor</i>. Write a summary of the film including setting, characters, and plot.</p> <p>With a partner, research about the Holocaust in Europe during World War II. Go online and take a virtual tour of the Holocaust Museum in Washington D.C. or visit the Holocaust Museum in southeast Michigan. In essay format, describe three things you learned. Use specific examples and supporting details.</p>	<p>help you understand this difficult time of the Depression in rural America.</p> <p>Watch the film <i>Come See the Paradise</i> and/or read a narrative account about the relocation of Japanese Americans in the U.S. during World War II. In a short essay, write about the national government explanation at that time of their policy and what the national government did in more recent years to "apologize."</p> <p>Evaluate the impact of World War II on the U.S. "home front" in terms of changes that occurred in American society (e.g. military mobilization, the role of women and minorities, the use of economic resources).</p> <p>In a group, create a classroom timeline showing a</p>
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			film <i>The Diary of Anne Frank</i> . Answer written questions and discuss what you learned in the film compared to the book you read.		chronological summary of major events prior to and during World War II. Report out to the class and compare the content of your work with that of other groups.
Era 8 – Post-World War II United States (1945-1989) <ul style="list-style-type: none"> • Cold War and the United States • Domestic Changes and Policies • Civil Rights in the Post WWII Era 	<p>Create a graphic organizer showing the two sides (U.S./U.S.S.R.) of the Cold War. Listen as someone gives directions and then place events and terms on the correct "side."</p> <p>Identify the countries on a map of the world that were controlled by communist governments during the Cold War period.</p> <p>View a "decade" film from the series "The American Century" about American history and society in the 1950s. Make observations and report orally to a</p>	<p>On a map of Europe, highlight or color the alignments of countries with either "the West" (including the U.S.) or the U.S.S.R. Listen to a simple explanation of the differences in political and economic systems and take notes from those written on the board.</p> <p>Identify the countries on a map of the world that were controlled by communist governments during the Cold War period. Further identify five nations (Germany, China, Korea, Vietnam, Cuba) that</p>	<p>On a map of Europe, highlight or color the alignments of countries with either "the West" (including the U.S.) or the U.S.S.R. Listen to a simple explanation of the differences in political and economic systems and take notes using a graphic organizer. Read more detailed information in your text and answer related questions in writing.</p> <p>Read about Martin Luther King, Jr. in a simplified, illustrated biography. Watch video clips of news events involving MLK leading marches or making speeches. Write</p>	<p>Read in your text and listen to a lecture in class and take notes. Summarize the causes and effects of the Korean Conflict.</p> <p>Watch the film <i>Thirteen Days</i> and write a chronological summary of what happened during the Cuban missile crisis during the early 1960s. Discuss the tension between the political leaders and the military leaders at that time. Relate this to the powers of the executive branch and civilian control of the military.</p> <p>View "decade" films from the</p>	<p>Make connections between what happened to the Jewish people during World War II and the establishment of the state of Israel. Write about how the U.S. was connected to those historical events and how this continues to be an international issue for the U.S. today.</p> <p>Following World War II, nationalist movements in colonized areas of the world led to the creation of many new nations, particularly in Africa and Asia. Choose one country in one region and find out more information about the independence</p>

	<p>small group.</p> <p>Use the internet to find a picture of the Vietnam Memorial in Washington D.C. With a partner, find out more information about this monument and report out to the class.</p> <p>Watch a dramatic film about Ruby Bridges and/or Rosa Parks. Write in your first language or tell a classmate your personal reflection about the actions of these two people.</p>	<p>experienced civil war because one group in the country wanted to follow a communist form of government. Find out the type of government system in those countries today.</p> <p>Watch a dramatic film about Ruby Bridges and/or Rosa Parks. Write at least five sentences as a personal reflection about the importance of these two people in the civil rights movement.</p>	<p>about the accomplishments of this civil rights leader and tell why his birthday has become a national holiday in the United States.</p> <p>Research online about the civil unrest that happened in Detroit in the summer of 1967. Look for pictures and references to particular streets and neighborhoods. Orally or in writing, report on the causes and effects of the Detroit riots.</p>	<p>series “The American Century” about American history and society in the 1950s and 1960s. Make observations and take notes in a graphic organizer. Prepare some interview questions to ask a person old enough to remember events at those times.</p> <p>Download some popular protest music of the 1960s and find the lyrics to a song that reflects the civil rights movement or the anti-war movement. Paraphrase the message of the song.</p> <p>Create a timeline with paragraph summaries of the major events in the civil rights movement.</p>	<p>movement in that country using at least three different resources. Take brief notes. Make an oral report to the class using your notes, but not reading prepared sentences.</p> <p>Issues of civil rights expanded beyond the focus on African Americans. Report on the concerns, demands, and current status of civil rights demands by women, American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.</p>
<p>Era 9 – America in a New Global Age</p> <ul style="list-style-type: none"> • Impact of Globalization on the United States • Changes in America’s role in the World • Policy Debates 	<p>Work with a partner and show the locations in the world of the military conflicts since 1980 involving the United States.</p>	<p>Work with a partner and pick one of the military conflicts since 1980 involving the United States. (Lebanon, Somalia, Haiti,</p>	<p>Following a class discussion, think about the actions and policies of the U.S. government in response to the 9/11 attacks and the possible</p>	<p>The Detroit-based U.S. automobile industry has changed because of global competition. In a small group, research the</p>	<p>Make comparisons between U.S. imperial power between 1890-1914 with controversial involvements in other areas of the</p>

	<p>(Lebanon, Somalia, Haiti, Bosnia, Kosovo, the Gulf War, Iraq, Afghanistan). Tell the class the locations and the dates of these conflicts.</p>	<p>Bosnia, Kosovo, the Gulf War, Iraq, Afghanistan) and make an oral report (using a list of brief notes) with visual support. Explain the location of the conflict and the cause or reason(s) why the U.S. got involved. Report on the effects or outcomes.</p>	<p>threats of terrorism. Write in your journal how these actions and policies have affected you or someone you know.</p>	<p>changes that happened from 1950 to 2010. Each student should make a poster-size chart or a graph using data (e.g. total auto production of the "big three"; UAW union membership; cost of the average car; rise of foreign imports). Write a paragraph interpreting the data and make an oral report to the class.</p>	<p>world today such as the Middle East. State your personal opinion and use supporting arguments including references to history in a five-paragraph essay.</p>
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Michigan Social Studies Linking Document to English Language Proficiency Levels

<i>High School Civics</i> <i>Social Studies Strand</i>	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
Conceptual Foundations of Civic and Political Life <ul style="list-style-type: none"> Nature of Civic Life, Politics, and Government Alternative Forms of Government 	<p>List examples of rules in your family.</p> <p>Think of different groups in society and tell the word used for the leader of the group. (e.g. school: principal, employees: boss, nation: president or prime minister)</p> <p>Describe the qualities of a good leader.</p> <p>Find two definitions of <i>country</i> in an ESL dictionary. Listen to or read the definition and tell which one is connected to the idea of government.</p>	<p>Tell examples of the role of a leader in different kinds of groups (e.g. family, school, city, army, group of friends, country).</p> <p>Write your definition of the two terms <i>power</i> and <i>authority</i> and include two examples of each.</p> <p>Give examples of what a student has to do to get a good mark for 'citizenship' on his or her report card.</p> <p>List some things that a good citizen does in a community or a country.</p>	<p>Explain the concept of <i>sovereignty</i> by listing the factors necessary for a nation to be sovereign. (territory, population, government, no higher authority).</p> <p>Name ten sovereign nations in the world.</p> <p>Explain the meaning of <i>colonialism</i> and give examples from history.</p>	<p>Make a list of duties of a national government compared to the government of a city.</p> <p>Compare these forms of government by describing how the government got its power and how citizens are likely to be treated by the government: monarchy, dictatorship, democracy.</p>	<p>Compare and contrast direct democracy and representative democracy. Give an example of each that an elementary school student could understand.</p> <p>Differentiate between <i>communism</i> and <i>socialism</i> and give specific examples of nations in recent history that followed forms of those political systems. Describe some policies enacted in the country that showed implementation of the communist or socialist ideology.</p>

<p>Origins and Foundations of Government of the United States of America</p> <ul style="list-style-type: none"> • Origins of American Constitutional Government • Foundational Values and Constitutional Principles of American Government 	<p>Arrange the names of important government documents according to the year they were written. Listen to someone tell you which country the document came from. Use a sentence frame to say: The (document name) was written in the year (####) in (country name).</p> <p>After listening to other students' ideas, give your own example for these important words: <i>freedom</i>; <i>equality</i>; <i>law</i>; <i>justice</i>.</p>	<p>Arrange the names of important government documents according to the year they were written. Listen to your teacher read simple captions written on cards that explain the purpose and importance of each document. While listening, match the caption with the name of the document.</p> <p>Tell what it means to be <i>patriotic</i> to your country.</p>	<p>Make a timeline starting with the early colonial period and show with an illustration and date when the various groups of people became empowered to participate as voting members of society. If relevant, write the name of the related amendment to the Constitution. Make a summary statement about the right of citizens to vote in the United States.</p>	<p>Explain why the issue of slavery was a problem for the "Founding Fathers" who wrote the Declaration of Independence and the U.S. Constitution and what was done to deal with the issue.</p> <p>Read a biography of Thomas Jefferson and watch a video/DVD about his life. Take notes on a graphic organizer as you read/view the media.</p>	<p>Make a graphic organizer that helps illustrate your explanation of the concept of <i>federalism</i> as it exists in the U.S./state government system.</p> <p>Give examples of Americans who participated in active protest against government policy and risked their lives or freedom because of their fundamental values.</p>
<p>Structure and Function of Government in the United States of America</p> <ul style="list-style-type: none"> • Structure, Functions, and Enumerated Powers of National Government • Powers and Limits on Powers • Structure and Functions of State and Local Governments • System of Law and Laws • Other Actors in the Policy Process 	<p>Label a diagram of the U.S. government system showing both symbols and words for the three branches of government.</p> <p>Looking at an outline of the U.S. Constitution, convert Roman numerals to a common</p>	<p>Make an outline of the sections of the U.S. Constitution showing headings. Following an explanation of the content of each section, write one sentence in your own words to demonstrate comprehension.</p> <p>Referencing an expanded diagram</p>	<p>Listen to a lecture and read about the system of checks and balances among the three branches of government. In a group of three, each student should represent one of the branches and role play interactions with other branches while</p>	<p>Make a three-column chart t: list the Amendments in the Bill of Rights; paraphrase each Amendment; and relate its relevance to specific event in the colonial experience of Americans who wanted to ensure personal freedoms by limiting the power of the</p>	<p>In pairs or threes, read about one of the court cases that maintained the authority of the Constitution (e.g. Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland). Discuss, clarify and explain the case to others in your own words.</p>

	<p>numbering system as part of recognizing major sections of the document. Listen to explanation and/or interpretation while recognizing a simplified heading for Article I, II, and III of the Constitution. Retell in your own words to demonstrate comprehension.</p> <p>Compare the two parts of the legislative branch by using specific vocabulary (e.g. Senate, senator), telling the term of office, and stating how many members serve in each chamber.</p> <p>As part of a group, make a list of ideas to improve your school or community. Decide who has the authority to take action on your ideas. Plan how to express your suggestions, which should include an</p>	<p>of the three branches of government, read terms and captions describing jobs (e.g. senator, president, chief justice) and functions (e.g. make laws) of each branch. As partners, repeat this information to each other using new vocabulary in complete sentences.</p> <p>Name the two major political parties in the United States today and identify the political party of the current president. Report on the total number of members in the Senate and House of Representatives according to major party. Give your opinion about the effectiveness of a two-party political system.</p> <p>Make a list of ideas you would present to the local or state government to</p>	<p>referencing a diagram showing examples of checks and balances. Research to find out a real example of such actions.</p> <p>Using a list of the Amendments to the Constitution, show connections among them ,such as the which are in the group of Amendments comprising the Bill of Rights, which amendments are related to suffrage, the three related post-Civil War Amendments, etc.</p> <p>After the class brainstorms a list of current public issues, in a small group give your opinion about ranking the top three issues that should be an immediate priority of the government. Defend your position with reasons and examples.</p> <p>Draft a letter to the governor of Michigan to identify what she/he</p>	<p>government.</p> <p>Research in text or using online sources, then with a partner, create visual aids to show sources of federal, state and local revenue and how this money is proportionately used for public purposes.</p> <p>Distinguish between the jurisdiction of federal and state courts and present an example of how a case might move through the levels of the court system using the appeal process. Include a diagram showing the organization of the federal court system.</p> <p>In a small group, decide which current public issue you think should be the top priority of the federal government. Together as a group, plan an outline and then write a mutual letter addressed to both of your U.S.</p>	<p>Using information in a Venn diagram as a summary of federalism, explain to others the differences among expressed, reserved, and concurrent powers of the Constitution to demonstrate your understanding of federal power and states' rights.</p> <p>Using text or internet references, find three examples of current controversies that relate directly to a part of the Bill of Rights and demonstrate its relevance to issues in modern society today. Explain how one part of the Bill of Rights is being cited as constitutional law to support sides in a current case.</p> <p>Decide which current public issue you think should be the top priority of the federal government.</p>
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	example of the current problem, a reason why some action is necessary, and a suggestion for a solution.	improve daily life in your community. Decide which level of government and which department within that level of government would handle each request.	should do as a leader of state government to improve the public education system. State the problem, and give your opinion supported by reasons. Write using a formal letter format and work together with another student to edit your writing.	senators and the person from your district who is your representative in the U.S. House of Representatives. Your writing should be in the form of a formal business letter, but the content should be structured like a persuasive essay and include your opinion - plus reasons and suggestions for action. All members should assist in writing, revising, and editing.	Write a letter addressed to both of your U.S. senators and the person from your district who is your representative in the U.S. House of Representatives. Your writing should be in the form of a formal business letter, but the content should be structured like a persuasive essay and include your opinion - plus reasons and suggestions for action. Use the writing process to write, revise, and edit your letter.
The United States of America and World Affairs <ul style="list-style-type: none"> Formation and Implementation of U.S. Foreign Policy U.S. Role in International Institutions and Affairs 	Report an example of U.S. foreign policy in relation to events in your native country or in another country you know about.	Report an example of U.S. foreign policy in relation to events in your native country or in another country you know about. Give background about the situation and report on the reaction of the local media or general public opinion.	Report on two specific examples of ways that U.S. foreign policy is expressed through helpful humanitarian means and two specific examples of military intervention that have been controversial. Assess the effects of U.S. involvement	Research for information on the division of public opinion on a past U.S. military intervention (e.g. Spanish-American War, Vietnam War, Iraq War) and summarize the opposing points of view. Include references to some primary sources.	Research for information and report on how official U.S. foreign policy is made, including the specific roles and responsibilities of the executive, legislative, & judicial branches. Explain how other groups influence foreign policy, such as public opinion and the media.

Citizenship in the United States of America <ul style="list-style-type: none"> • The Meaning of Citizenship in the United States of America • Becoming a Citizen • Rights of Citizenship • Responsibilities of Citizenship • Dispositions of Citizenship 	<p>Ask for information and make a list of the steps in the process of becoming a naturalized citizen of the United States.</p>	<p>Use print and media resources to find out what information or questions are included on the new citizenship test administered by the U.S. government as part of the process for a person to become a naturalized citizen.</p>	<p>Classify a list of rights according to whether they are personal rights or political rights. Elaborate a description of each right or give examples to show comprehension.</p>	<p>View the film <i>Gideon's Trumpet</i> as a case study and the basis for a discussion of the rights of the accused based on the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments.</p>	<p>Review the process of judicial system from the point of a suspect's arrest through a trial by jury in a criminal case. In a small group, create a brief dramatic scenario with roles, write basic dialogue, and act out the steps of this process in the form of a simple drama.</p>
Citizenship in Action <ul style="list-style-type: none"> • Civic Inquiry and Public discourse • Participating in Civic Life 	<p>View several examples of U.S. political campaign posters, print advertisements or video clips of TV ads. Describe the visual content apart from words, the use of colors and design, and your overall impression. Ask for clarification or translation of the words or dialogue. Make comparisons give your opinion about which campaign material might most effective. Explain your reasons.</p>	<p>Distinguish between situations when the freedom of the individual conflicts with the rights of other individuals or groups of people. (e.g. playing loud music on a car radio in a town or residential area). Discuss several situations that you read about or view as video clips.</p>	<p>Based on learned information about conscientious objectors during times of war and actions of war protestors, debate several cases and determine whether or not the individual had the right or responsibility to defy government authority.</p>	<p>Analyze political cartoons appearing in the daily newspaper or online that deal with public policy issues. Focus on one particular issue and collect at least three related political cartoons. Research background information on the issue. Analyze the overt and implied message in the cartoons following a format of guided questions.</p>	<p>In a small group, read a selected court case presented to a jury, including the details of the crime and specific accusation, evidence presented, and actual findings of the court. Present the case to your classmates and elicit clarifying questions and a class "vote" as to whether the accused is guilty or not guilty. Then explain the actual verdict and reveal the evidence that supported the jury's decision.</p>

Michigan Social Studies Linking Document to English Language Proficiency Levels

<i>High School Economics</i> <i>Social Studies Strand</i>	Basic ELP Level 1A	Basic ELP Level 1B	Low Intermediate ELP Level 2	High Intermediate ELP Level 3	Proficient ELP Level 4
The Market Economy <ul style="list-style-type: none"> • Individual, Business, and Government Choices • Competitive Markets • Prices, Supply, and Demand • Role of Government 	<p>Compare prices of the same item (e.g. a gallon of regular gas, six cans of Coke, a particular brand of candy bar, an iPod) sold at three different locations. Explain your findings and tell which one you would choose and the reasons why you chose that store or location.</p> <p>Cut out pictures from magazines showing examples of things you already have compared to pictures of things you want to have or wish you could have. Estimate whether or not you will be able to buy the “wants” someday and tell about your plan to make that happen.</p>	<p>Name the basic human needs that everyone has to fulfill to stay alive. Find pictures in magazines that illustrate how these needs are satisfied in developing (poor) countries compared to economically developed (richer) countries.</p> <p>Categorize a list of items according to whether you think it is a <i>want</i> or a <i>need</i> for a high school student in the United States. Explain your thinking to a partner.</p> <p>List the things a small business owner has to consider before opening a shop selling fresh fruits and vegetables.</p>	<p>Use the internet to find clipart or photo images that will symbolize or illustrate essential terms for the study of economics. Make a set of flash cards with a card for each term, its definition, symbol, and translation if you know the word in your native language.</p> <p>Read a case study that gives a real-life example of a popular item that costs more when the demand is high and costs less when the demand is low. With a partner, identify a seasonal item (e.g. suntan lotion in summer) for each of the four seasons in Michigan that will be popular at the beginning of the season and</p>	<p>Investigate a situation of competing businesses or stores in same area. (e.g. several car dealerships located next to each other along the same highway; three major mobile phone stores with stores in the same mall; four different gas stations on the corners of the same intersection) Read about marketing and competitive pricing. Discuss the advantages and disadvantages of this situation from the point of view of the business owner and also of the consumer.</p> <p>Visit the mall and critically observe how a variety of stores promote</p>	<p>Work in pairs to imagine a situation or identify a real example of competitive marketing in the local area among stores that sell similar products. (e.g. automobile dealers, cell phone stores). Get information from print advertising or from the internet to make comparisons of prices, sale incentives, and other and marketing strategies that appeal to buyers.</p> <p>Read a case study of what happens when the privately owned shops in a small town or community are faced with competition from a major retail discount</p>

	Find out about the current laws in Michigan governing work rules for teenagers, including the amount of the minimum wage, the number of hours teens are allowed to work, and safety rules.	Discuss how to apply the terms <i>land, labor, capital</i> to some of the things on the list. Consider the role of government in protecting consumers and what regulations might apply to this new business.	then go on sale as the season ends. Find current advertisements to illustrate a recent example of a clearance sale of a seasonal item and promotion of a new item. Present your examples to the class. Categorize a list of jobs from the 1950s according to whether the worker is engaged in providing goods or services. Categorize a list of current jobs in the same way. Compare the lists and infer reasons for the differences.	products through display of goods and how they promote sales through special pricing. Take some notes so you remember details when you report back to the class about your investigation.	department store or a development of "big box" chain stores being built nearby. Predict economic outcomes from the points of view of the local consumers, local job-seekers, small business owners, and corporate developers. Give your opinion on whether or not a local city council should encourage such large commercial development. Support your opinion with reasons and examples.
The National Economy <ul style="list-style-type: none"> • Understanding National Markets • Role of Government in the United States Economy 	<p>Interview adults or make observations in the community to construct a list of neighborhood banks.</p> <p>Name some of the services of banks. Explain why it is important to know about <i>interest rates</i>.</p>	Interpret recent data showing rates of unemployment in Michigan. Read orally using proper terms for large numbers, percentages, and decimals. Explain whether this information shows <i>structural or cyclical unemployment</i> .	Research information showing the numbers and/or percentage of workers in manufacturing or manual labor jobs in Michigan during the last century and the first decade of this century. Construct a graph showing trends. Speculate on why the economy of	<p>Add information to a diagram of the business cycle focusing on a particular product and adding specific details.</p> <p>Present information shown in a recent report on the Consumer Price Index while referencing visually supportive information.</p>	Examine recent federal government actions to stimulate the national economy. Make connections with the three macroeconomic goals of stable prices, low unemployment, and economic growth and demonstrate your understanding of these three goals.

			Michigan has experienced greater unemployment than other states in the nation.		
International Economy <ul style="list-style-type: none"> Economic Systems Economic Interdependence - Trade 	<p>Using print advertisements from local stores, (e.g. a computer at Best Buy, new furniture from Art Van, a car from your local car dealer), clip out pictures and prices for ten items. If you have recently arrived from another country, find out the exchange rate for U.S. dollars and convert the cost of these items shown in dollars to the currency used in your country.</p>	<p>Review and explain the steps for converting foreign currency to U.S. dollars and vice versa if you travel internationally or transfer money to someone in another country.</p> <p>Locate an internet site that shows daily exchange rates for international currency and allows you to practice interactive calculations. Report to the class about your experience using this site.</p>	<p>Read and refer to text information. Make a chart comparing the three major economic systems; command, market, and mixed. Write a basic description of each system. Write about the historical foundation and/or famous persons who advocated this system. List some examples of countries in the past or today that base their economy on one of these models.</p>	<p>Read website information about the World Trade Organization, World Bank, and the International Monetary Fund. Find out about their primary purpose and identify the areas of the world impacted by their policies and activities. Find out how the United States is impacted by involvement with these organizations.</p>	<p>Evaluate the impact of tariffs, quotas, product standards, and exchange rates on the U.S. automobile industry both for the domestic market and for exports in a global economy.</p> <p>Research or interview people to get information about changes in the U.S. automobile industry. Draw conclusions about why foreign automobile manufacturers have chosen to build factories to produce cars in the United States – and why most of those facilities have been built in southern states instead of the Midwest region.</p>

<p>Personal Finance Decision Making</p>	<p>Decide how you would use the money if you were given \$25 per week. Explain your financial plan and your thinking.</p> <p>Review a chart of information showing potential income according to levels of education completed. Read the information, including the dollar amounts and say it to a partner.</p>	<p>As a class, discuss and agree on a list of items that need to be included in a monthly family budget (e.g. rent or mortgage payment; groceries; etc.) Then in pairs or a small group, estimate how much money a family of four people living in Michigan should budget in each category per month. Write a draft of a budget, then take the draft budget home and get input from family members or adult friends. Return to your group, compare information, negotiate, and revise your budget plan.</p>	<p>Review an advertising booklet from a real estate company showing pictures, specifications, and prices of homes for sale in the area where you live. (You can often find more details about these homes on the internet.) Decide your price range and some of the factors that are important for your family as you consider buying a home. Design a comparison chart and fill it out while reviewing five different homes that are available for sale. Interview at least three family members or other adults to gather further information and advice. Report the results of your comparison and present to another person what you learned in the process.</p>	<p>Explore models of savings based on calculations of the time value of money. Develop a personal savings plan in order to invest in your college education, to support your family in the future, and to fund long-term goals for a secure retirement when you get older.</p> <p>Compare forms of savings and investment by reading information about comparative interest rates, risks of various kinds of investment, and any limitations to accessing your funds</p>	<p>Contribute to a class list of the advantages and disadvantages of buying a house compared to living in an apartment. In small groups, talk together to identify details that will better describe the general categories. Discuss which items are related to financial considerations. Interview at least three family members or other adults to gather further information and advice. Report additional findings to your group.</p>
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